

*The University  
of Rochester* 

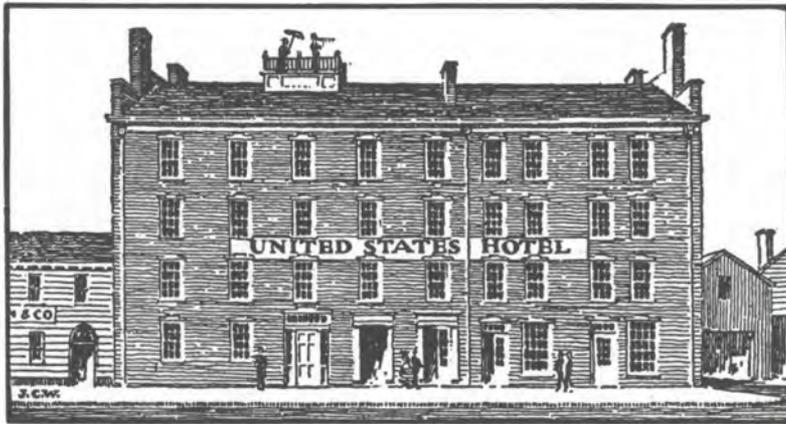
THE FIRST  
HUNDRED YEARS



1850  1950



*The University of Rochester*  
THE FIRST HUNDRED YEARS



FIRST BUILDING OF THE UNIVERSITY  
After Some Changes, Used 1850-61

*The  
University  
of Rochester*

THE FIRST HUNDRED YEARS

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*Centennial Issue of the Alumni-Alumnae Review  
Commemorating the University's  
One Hundredth Anniversary*



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Cutler Union  
College for Women

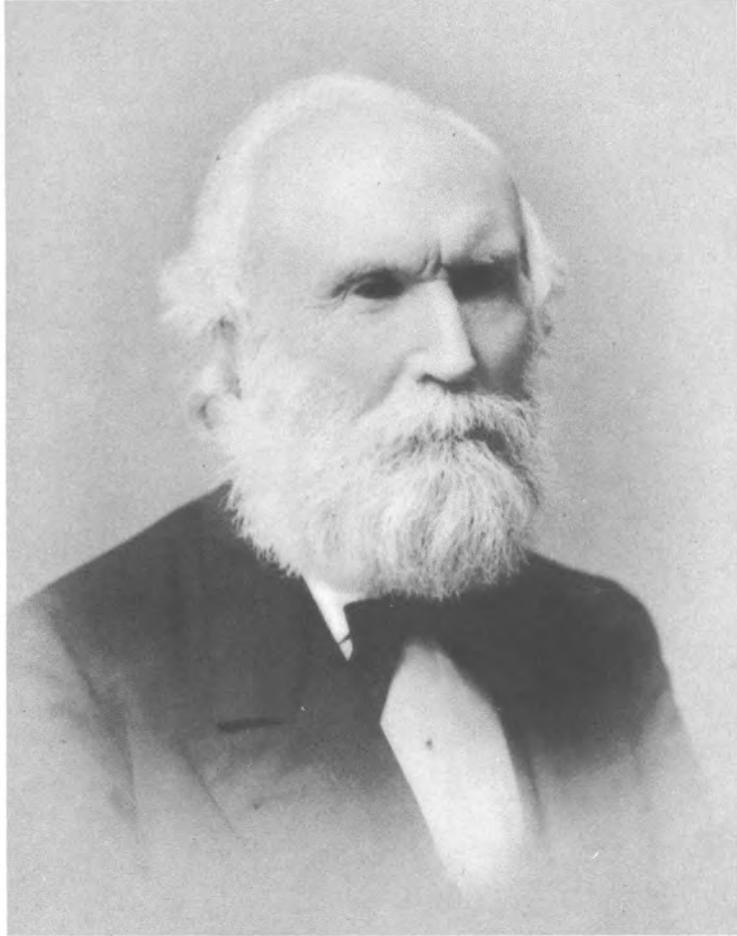




Rush Rhee Library  
of College for Men



Eastman Theatre Facade  
Eastman School of Music



*Martin B. Anderson*



## SMALL BEGINNINGS: *The College for Men, 1850-1900*

By JOHN R. SLATER

**O**UT OF SMALL BEGINNINGS", wrote Governor Bradford at Plymouth in 1630, "greater things have been produced by His hand that made all things of nothing, and gives being to all things that are." Thus a pioneer praised God for survival of the colony through its earliest struggles. Others have accounted less devoutly for the origin of the University of Rochester, where, as at Plymouth, the first 10 years were the hardest.

Our origin, however, was not due to chance but to human design. Denominational dissension at Hamilton in 1847 about proposed removal of Madison University to Rochester led to disputes and lawsuits in which the Almighty probably took no interest. Madison University (later Colgate) remained at Hamilton, and prospered in spite of geographical isolation. A few of its professors and students, however, came here and stayed. Rochester citizens, having failed to add a transplanted college to their growing water-power city, made one of their own.

Professor Joseph H. Gilmore, long head of the English department at Rochester, best known as author of a popular hymn of divine guidance, "He Leadeth Me," told in his *Outline History of*

*the University of Rochester* (1886) a story which casts doubt on the share of Providence in this case. He wrote that, according to John N. Wilder, Ralph Waldo Emerson used the founding of this university

"as an illustration of Yankee enterprise, saying that a landlord in Rochester had an old hotel which he thought would rent for more as a university; so he put in a few books, sent for a coach-load of professors, bought some philosophical apparatus, and by the time green peas were ripe had graduated a large class of students."

Professor Gilmore does not vouch for this legend, but adds on his own authority:

"Emerson was certainly familiar with the marvelous growth of our university. 'I watched over it in the cradle,' he once remarked to the writer, 'I am very certain that I shall never follow it to its grave.'"

Since Emerson lectured here at Corinthian Hall in 1852, he may have heard then of the infant university on Buffalo Street, four blocks west, especially if he met John N. Wilder.

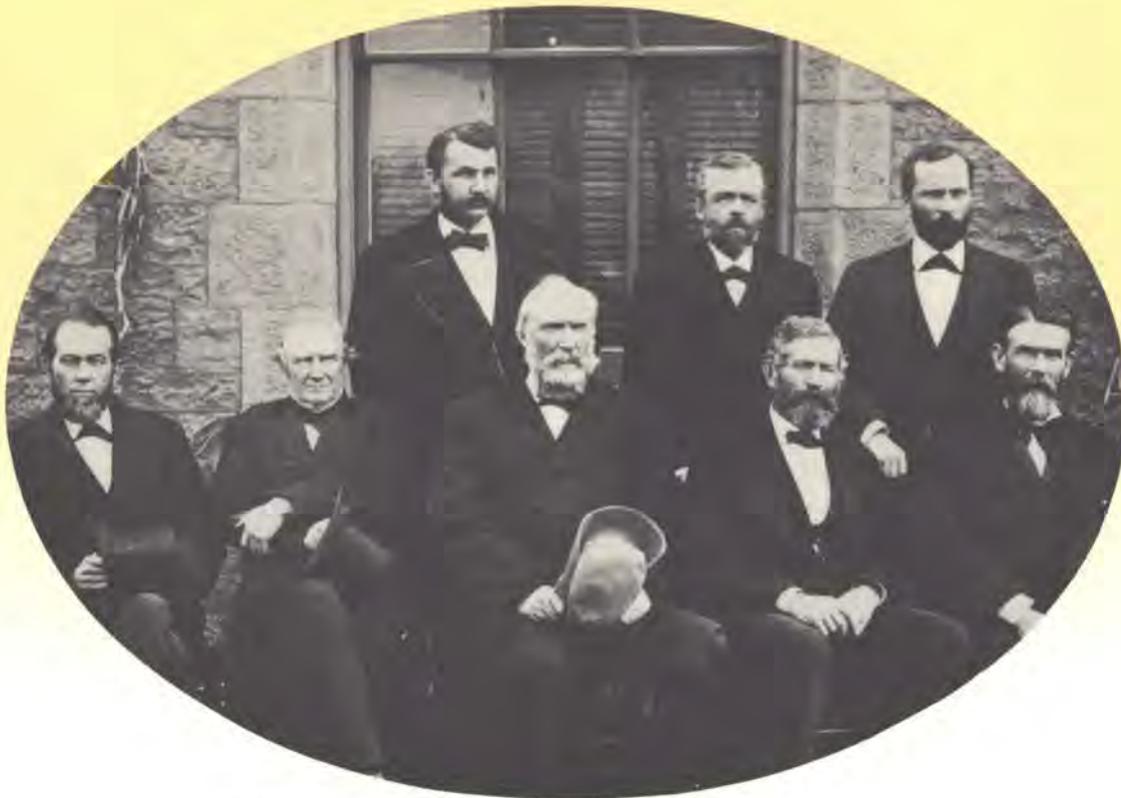


Graduating class of 1853, third class to be graduated

Wilder, more than any other one person,—more even than Martin B. Anderson, who did not come until 1853,—kept the infant alive. A native of Maine, who moved in youth to Albany after inheriting the estate of a rich uncle, Mr. Wilder was a trustee of Madison University who favored removal to Rochester. When that fell through, he came to Rochester in 1849 to help the local project. After spending some months with his Peck, Porter, and Farley relatives here, he rented as a social center for the new university the Jonathan Child house on South Washington Street. In that stately Greek Revival mansion with its Corinthian columns (now a Christian Science church) the chairman of the executive board hospitably entertained visiting friends and prospective patrons of the college. He sheltered the large families of some professors from Hamilton while they were house-hunting. Heading the subscription list, he went the rounds of city and county with pledge paper and sales talk. Mr. Wilder was not a college man, owed nothing to local pride, had no love of publicity for himself. He saw an opportunity to improve public intelligence, and took it. Knowing

that professors seldom get anywhere without business men to meet the payrolls, he spent three years of his short life raising the wherewithal.

The trouble was that the provisional charter granted by the Regents on January 31, 1850 called for subscriptions of \$130,000 within two years. This could not be and was not done. Though the time was extended to 1856, even then total investments apart from real estate were much less than the required \$100,000. All other income had gone for expenses. Nevertheless, so great was the influence of Mr. Wilder and his Albany friend Ira Harris, elected chancellor of the new university until a president should be found, that the charter was not revoked; it became absolute in 1861, after completion of Anderson Hall. It was due to their exertions that the Legislature appropriated \$25,000 for that building, and that a gift of another \$25,000, for endowment required by the act, was secured from General John F. Rathbone of Albany. That was the origin of the Rathbone Fund of our library. If it had not been for John N. Wilder, William N. Sage, Everard Peck, Alvah Strong, and other business men on the executive



Entire University faculty in 1880, President Anderson, center

board, the little band of \$1200 professors and penniless students would soon have been out of a job. There would have been no college.

Among the professors who came from Hamilton were A. C. Kendrick (Greek), John F. Richardson (Latin), and John H. Raymond (history and literature). Albert H. Mixer also came as tutor, and later, after further study, became a professor of modern languages. To these were added two Rochester teachers, Dr. Chester Dewey, a Williams graduate who since 1836 had headed a Rochester preparatory school, and E. Peshine Smith, a lawyer who temporarily taught mathematics. The latter was soon succeeded (1851) by Isaac F. Quinby, a West Point graduate and assistant professor at the Academy, who after serving in the Mexican War came to Rochester as head of the department of mathematics. These teachers, together with Martin B. Anderson, elected president in 1853, carried college instruction through its earliest years..

In order to avoid a common misunderstanding it should be added that although two other Hamilton professors came here in 1850 to teach

theology, holding their classes on the third floor of the United States Hotel, there was never any organic connection between the college and the theological school. Rochester Theological Seminary, founded on Buffalo Street in 1850, removed in 1869 to Alexander Street at East Avenue, and in 1931, after union with Colgate Divinity School, to South Goodman Street opposite Highland Park, has always been under entirely separate control.

Moreover, though founded chiefly by Baptists, the University was not even from the beginning exclusively denominational. Some of its first trustees and earliest professors were members of other churches. The student body has always included some Catholics, Jews, and members of various Protestant sects. All Baptist connection was severed in 1908, having long survived chiefly on paper. Presidents Anderson, Hill, and Rhee were not strong denominationalists. They stood for liberal Christianity without sectarian bias; but did not favor a growing tendency toward complete secularization of colleges.

During the 1850's students were few, quality

high. In addition to many who later became eminent in the Baptist ministry, the brief alumni list for that decade includes Manton Marble '55, noted journalist; John R. Howard '57, soldier, author, and editor; Rear Admiral William Harkness '58, astronomer, head of the Naval Observatory and Nautical Almanac, who bequeathed his library and instruments to the University, and for whom Harkness Hall is named; General Elwell S. Otis '58, regular army officer, military governor of the Philippines; and William O. Stoddard '58, one of Abraham Lincoln's private secretaries, later author of many books. Colleges cannot claim all the credit for their ablest alumni. Such men become what they really are, whether helped or hindered by college routine.

The small faculty group, though not nationally distinguished, contained several strong characters besides President Anderson. Not all professors of the first half-century who deserve to be remembered can be even mentioned in this sketch, but it is perhaps justifiable to include at least those few whose names have been chosen for college buildings, namely, Anderson, Chester Dewey, A. C. Kendrick, Samuel A. Lattimore, William C. Morey, and Henry F. Burton. It should not be possible for students to enter and leave a building almost daily throughout a college course without ever wondering who was the man named over the door.

The Dewey Laboratories of biology and geology on the River Campus were named in honor of

Chester Dewey (1784-1867). A clergyman as well as a chemist, botanist, geologist, and meteorologist, he came here from Massachusetts in 1836, after teaching at Williams College and Pittsfield. After 14 years as principal of Rochester Collegiate Institute he became professor of natural sciences in the University. He was one of the earliest volunteer meteorologists to assist state weather services by daily weather observations. These included temperature and barometer readings three times a day, precipitation, winds, general storms, and special phenomena such as comets, meteors, and auroras. His monthly weather sheets, still preserved in Rush Rhees Library, cover more than 30 years. It is possible to ascertain whenever weather was stormy or fair, hot or cold, during all the middle of last century, because Chester Dewey read his instruments three times a day, rain or shine, writing down the figures on his hand-ruled sheets, with copies for exchange with other observers. For example, on Tuesday, November 5, 1850, the day the University of Rochester was opened, the temperature was 59 at 7 a.m., 74 at 2 p.m., 62 at 9 p.m.; the wind was southwest, and it was a "beautiful morning—summer's day."

Dewey was not only watcher of the sky but recorder of the spring. Every April and May so long as he lived he dated the first leaves, buds, and blossoms of local trees and flowers. Being a systematic botanist, he published extensive catalogues describing hundreds of varieties of sedge



Old Latin classroom in Anderson Hall, presided over by Professor Henry F. Burton (1883-1918)



Biology students learned the facts of life in this classroom under Professor Charles W. Dodge

grasses, having chosen as his specialty the genus *Carex*. His patient exactness may have had something to do with the making of an eminent scientist like Admiral Harkness; also with the wise generosity of his own son, Dr. Charles A. Dewey '61, who supported biological scholarships at Woods Hole, and left his fortune to the University in memory of his father. In Chester Dewey's farewell sermon (1858) he said:

"I have lived my life with the young, and for them I have labored. By their influence I have felt obliged to keep up with the times in valuable knowledge and benevolent effort, and my life has seemed to be renewed among them."

His rugged old New England face, combining pride and humility, integrity and charity, stands for the best of the old regime. Daring in age to say "I have lived my life with the young," he might be echoed by other superannuates, except for ridicule by some to whom it is incredible that the gray, bald, and wrinkled could ever have been young. "If youth only knew" how soon their own future will become their past—but time's illusions are not quite out of place in a college. There in June we can all pretend together that this is not the end but the Commencement, knowing how soon both will be over. That is why we sing.

Of tougher fiber than Dewey was Isaac F. Quinby. A West Pointer, with Academy teaching experience and army service in Mexico, he was a member of the faculty from 1851 to 1884. At the

outbreak of the Civil War he offered his services to a Rochester regiment, the Thirteenth New York Volunteers, was commissioned colonel, and drilled them at Elmira before they were ordered south to reinforce the defenses of Washington. On May 10, 1861, in front of Anderson Hall, there was a flag-raising, and a sword was presented to Colonel Quinby on behalf of the college. At the disastrous battle of Bull Run, July 21, according to a Rochester soldier's letter, "Quinby himself carried a rifle and made some splendid shots. Every time he fired he dropped a man." Later in the summer the colonel resigned from that regiment and returned to Rochester for his September classes; but early in 1862 he returned to the army as a brigadier-general and served through 1864.

Quinby was a heavily built man with a General Grant beard, tobacco predilection, and logarithmic mind. With him non-mathematical students were out of luck. There could be no vague evasions in a trigonometry class taught by a West Point engineer. He was feared as a disciplinarian, respected for his military record, and noted for his family of 13 children. General Grant, a West Point classmate, wrote to him after the war, "Give my love to Mrs. Quinby and your baker's dozen." They lived in a house on the Prince Street side of the campus, near where the Women's Faculty Club now stands. A member of the class of 1861 wrote of him many years later:

"Professor Quinby was a born mathematical genius. His mind simply played with the most



Azariah Boody,  
donated land



Chester Dewey,  
taught science

abstruse problems and demonstrations. He referred to a textbook only to give out the lesson. The contents were wholly domesticated in his wonderful brain. The professor's attitude and manners in the classroom were quite informal. He was an inveterate chewer of tobacco, and a cuspidor was an indispensable article of furniture. When its use became imperative, the professor, tilted back against the wall on two legs of his chair, would make a shot that was a marvel of precision. Perhaps his skill was gained in gunnery practice at West Point. Whatever its origin, its exercise was impressive and diverting."

Those who wrongly suppose all early classrooms to have been dull should consider these examples of professorial marksmanship in war and peace. In the words of the poet Thomson, with which the general may not have been familiar:

"Delightful task! to rear the tender thought,  
To teach the young idea how to shoot."

If stronger language were required, it could be produced. If his geniality were doubted, observe a twinkle above the whiskers in his library portrait. That belongs to an old fashion in which a portrait was supposed to resemble the subject. It is the liveliest face in Rush Rhees Library, the

widest awake. That man is not dead; he could spin a good yarn yet. Is he amused at the past, or at us?

Less human and more learned and versatile was President Anderson. Of commanding presence and sometimes thundering voice, he seemed to some the Jove of a little Olympus, but filled a larger place in the 19th century than he could in the 20th. Though a scholar of wide interests, progressive views, and prolific pen, he does not appear to have been lovable. Students were more impressed by his chapel talks on politics than on religion. They were amused by his futile attempts to curb their class rivalries, and noon or night diversions.

It seems that in those days men always wore "gum shoes" in winter, which being lined up along the corridors made good ammunition. When the air was thick with galoshes, Prexy with two canes would thump his way to the scene and disperse the mob. Usually the wrong boys got caught. Once on Hallowe'en when freshmen were painting the sphinxes, the old man snooping around spotted a tall senior looking on, who was scolded next morning for encouraging lawlessness in the young.

Few presidents have successfully checked irresponsibility by indignation; neither Hill nor Rhees had better luck in later years. Students were



Samuel A. Lattimore,  
chemistry professor



Albert H. Mixer,  
modern languages



Joseph H. Gilmore,  
English, 1868-1908



Asahel C. Kendrick,  
professor of Greek

just as rambunctious then as now. Mustaches and beards made some look older, but few had really grown up. College education—a contest between mental discipline and prolonged adolescence—seems at the time a losing game, but intelligence emerges. Of President Anderson one of his former intelligent students has written:

“The president knew best, and perhaps was flattered by, the plodding men who were always ‘prepared,’ and who showed their interest, often assumed, by gathering about him after class. He did not understand those more brilliant men who gained a finer culture in following their own dominant tastes, which were not always in line with the prescribed routine. Some of them later conferred great honor upon their Alma Mater, their accomplishments then being duly recognized. Dr. Anderson was reputed to possess unusual oratorical abilities. In making a public address he would start in a quiet manner, but soon warming up to his subject would speak with a powerful voice and forcible gesticulation. He was a strong, positive character, well fitted in many respects for the work which he had undertaken, and efficiently supported by the faculty and trustees.”

The Civil War did not paralyze classes in Anderson Hall. Work went on, notwithstanding loss of many students, some of whom never returned. In the face of severe local criticism of President Lincoln by a partisan press, President Anderson stoutly supported the Union cause through the major crises of the war, before victories at Gettysburg and Vicksburg turned the tide. His influence was all for freedom and the rights of man.

Intellectual perspective in the midst of war is shown by the planting on April 23, 1864, the Shakespeare tercentenary, of an oak grown from a Stratford-upon-Avon acorn. It still stands, near the west end of Anderson Hall, beside the path leading to Sibley Hall. That Shakespeare Oak, even in recent times, has sheltered Shakespeare classes meeting out of doors on the birthday, sitting on the grass to hear poetry read as it should be, “under the greenwood tree.” Passing beneath its branches one remembered Prospero, leaving his enchanted island, and Ariel, whom he set forever free. Many found beauty there.

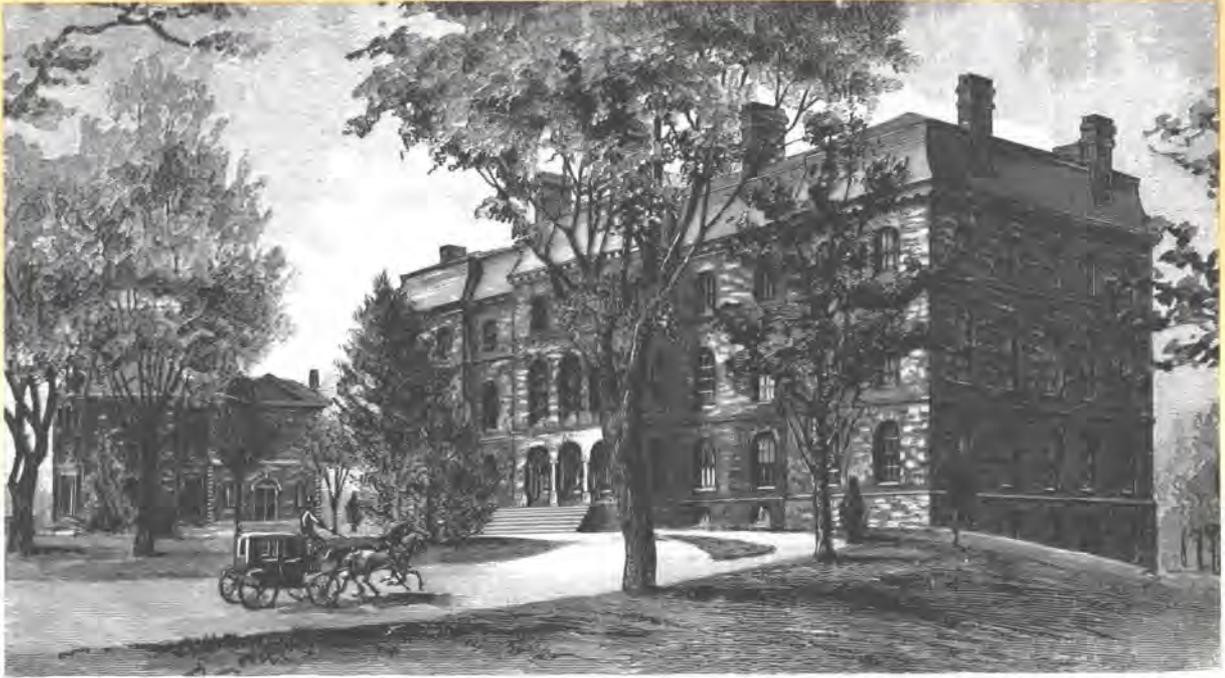
When war was over, all was not yet sweetness and light. Natural sciences, after Chester Dewey faded out of the picture, had been turned over to an enterprising geologist and mineralogist named Henry A. Ward. Appointed in 1861, the eccentric



William C. Morey,  
masterly teacher



Gen. Isaac F. Quinby  
—his aim was precise



Early woodcut of Anderson Hall, first campus building, opened in 1861

professor was often missing from his classes. He was really a collector of specimens for museums. On short notice he would start off for the ends of the earth, with little baggage but plenty of borrowed funds, to find minerals, fossils, and purchasers. His shops for mounting specimens, on College Avenue opposite the campus, attracted many visitors. One entered between the upright jaws of a whale. Jumbo was stuffed there for P. T. Barnum. One building was called Cosmos Hall. The place had atmosphere, certainly not provincial. But Professor Ward, after 1866, seldom taught, though his name was retained until 1875 on the faculty list. This indifference to college duties did not make it any easier to raise \$20,000 to buy for the college his Ward Cabinets of minerals and fossils. There was no place to house them properly until long after Sibley Hall was completed in 1876. All this did not contribute to President Anderson's peace of mind.

In 1867 financial and other problems made Brown University's offer of its presidency look rather tempting. But citizens raised a fund to increase the endowment, and bought for a president's residence the old Van Zandt house at the corner of Prince and University Avenue. Anderson declined Brown's offer, with the characteristic comment, "Rochester invested in me when I was unknown and without value; if the investment

has not proved a failure, Rochester deserves the profits." From 1869 until his retirement in 1888 Dr. Anderson occupied that old house, and after him Presidents Hill and Rhees until 1932. It is now Harriet Seelye House, a women's dormitory, named for the late Mrs. Rhees. Not an impressive looking place, it has welcomed distinguished people in its day. Something of greatness may linger there.

Quiet veteran teachers like Kendrick ("Old Kai Gar"), Gilmore ("Gillie"), Mixer, and Lattimore bridged the gap from the '60's into the '70's and '80's. They were kind, friendly men, never austere, never sarcastic, though just as firm as if they had permitted themselves the doubtful luxury of a sharp tongue. Professor Lattimore, chemist and patriarch, always hospitable to students and young teachers, was a sort of official welcomer. He began each year with a party, where the timidest were made to feel at ease. In his house the small college was one big family. All these gray-bearded professors of the second generation were like the salt of the earth, and never lost their savor. Many crude sophomores may have been civilized by their gentle manners without ever knowing it.

Classes were still entirely in the mornings, and students scattered at noon. Most teaching was by textbooks. When outlines and assignments were being written on the blackboard for the class to

copy, it was sometimes possible behind the professor's back to sneak out by a first-floor window or a fire escape. Rooms have been known to empty by that route long before the bell rang.

Janitors figured largely though unofficially in student repression. Elijah Withal in old days, Craigie long afterward, were among those whose patience was often sorely tried. In the *Campus* for December, 1877, is an alleged elegy after Thomas Gray, entitled "Not in a Country Churchyard," beginning thus:

"Elijah tolls the knell of youthful play;  
The verdant Frosh winds slowly o'er the lea;  
The bolter homeward plods his wicked way,  
And leaves the halls to Withal and to me.

Now fades the flying coat-tail on the sight,  
And all the air a solemn stillness holds;  
Save where some Junior wheels his droning flight,  
And dissertations lull the distant folds.

Beneath the mansard roof those stone walls shade  
Where heaves the sigh and wells full many a weep,  
Each in his hard, uncushioned straight-back laid,  
Eight-score forefathers of the future sleep."

Undergraduate humor found in the annual *Interpres* (founded in 1858) and the monthly *Campus* (founded in 1871, under the name of *The University Record*) seems rather dismal now, but throws some light (or shadow) on college customs. Here is a typical example from the *Campus*

of 1876, not long after a small telescope had been installed:

"The professor of astronomy recently asked the members of the class to give the results of their observations of the heavens. One of the boys responded that he was out Saturday night and found an unusual halo around Venus."

After Dr. Anderson's death in 1890, although David Jayne Hill had already been elected to succeed him, there was a difficult decade. Dr. Hill, coming from Bucknell to Rochester and expecting to find a less provincial environment, was frankly disappointed. In the newer faculty there were vigorous professors like William C. Morey ("Uncle Bill"), Henry F. Burton ("Burtie"), Herman L. Fairchild ("Fairy"), Charles W. Dodge, and others of unquestioned scholarship and ability, but the student body seldom reached 200, local support was weak, Baptist diehards were making trouble, annual deficits were mounting, prospects were dim.

President Hill at first tried to interest local non-Baptist support for the college as an educational institution indispensable to the city. He did not succeed, and became discouraged. Furthermore, a local movement for co-education was already going strong when he arrived. Opposed to that on financial grounds, he lost more friends than he made.



Members of first Varsity football team in 1889 struck rugged poses



Reynolds Chemistry Laboratory, built in 1887, was admired for its 'chaste architecture'

Being really more interested in public affairs and international relations than in trying to bail a small Baptist boat with a leaky dipper, he did not last long. For him there was "a world elsewhere!" Persons who really appreciated his notable abilities, and predicted the brilliant career which he later achieved at Washington and in European diplomatic service, were not sufficiently vocal or active to prevent his resignation in 1896.

The college was without a president for four years, but under Acting Presidents Lattimore, 1896-1898, and Burton, 1898-1900, there was no marked break in the program of education. More than once or twice in the history of the University it has been demonstrated that, at least for a limited period, the college can govern itself well through its faculty, deans, and committees. The presidency was refused by several eminent educators whom it is not necessary to mention. They all desired guaranteed support of enlarged programs which could not at that time be assured. Those who know the story of Rush Rhees's prolonged hesitation in 1899 to consider the office, even with such promises, realize how near the University was to a major crisis at the end of last century. The presidency was not yet going begging, but nobody who wanted it was wanted. The outlook was not

bright. Alumni, who had just raised \$22,000 for the Alumni Gymnasium, were not optimistic about starting another drive. Generous trustees had already drained personal reserves to meet deficits and were feeling poor.

Nevertheless, Professor Morey went right on teaching history, government, and Roman law in masterly fashion. Though some thought him dogmatic, one of his students wrote:

"I would especially mention Dr. William C. Morey, 'Uncle Bill,' as he was affectionately called, as the man who taught me to look on all sides of every question, to recognize that all sides have some truth, and that the highest truth lies between the extremes."

Morey Hall might therefore be said to be overcrowded with "all the sides of truth," and should be enlarged before it bursts. Burton Hall reminds us of Henry F. Burton, a classical scholar not without occasional asperity, but also a gentleman of justice, a citizen of the world, an acting president of conspicuous fairness. George M. Forbes, philosophy, and Herman Leroy Fairchild, geology, though no buildings are named for them, will not be forgotten.

Fairchild was a scientific positivist, averse to most of the claims made for religion, poetry, and

idealism. Yet he founded the Fairchild Award, still given annually for creative work in the fine arts, music, or literature—the exact opposite of his own analytic brain. This he did because long ago a favorite daughter, just beginning a promising artistic career, died young. Thus men unconsciously pay tribute to the other sides of truth, the invisible, the unfulfilled.

All might have continued peacefully for another decade even without a president, except for an impending bombshell, which after fizzling for 10 years, exploded in the late summer of 1900. That bombshell was the female sex.

With Susan B. Anthony in town, it could not be expected that strictly masculine education would long continue. She and other determined ladies had been agitating since the '80's for admission of women. The entering wedge was Dr. Anderson's art lectures and Professor Gilmore's Saturday classes in poetry, both open to women, though without college credit. Here and there a lone young woman had even edged her way into a laboratory, just to learn something, not to be officially recognized. The ladies became less meek and ingratiating when they found President Hill and the trustees opposed to the whole business. It would cost too much money.

There was some ground for the claim that co-education was a right. As long ago as 1881, when the distinguished scientist Lewis H. Morgan died, it was found that he had left his residuary estate for education of women in the University—this, too, in memory of a daughter who died young. But the life interest of his widow and son lasted on into the next generation. None of the Morgan money was available in the '90's, yet many thought the trustees should take a chance and let the girls in right away. It was at last agreed, not without minority opposition, that if the women's committee could raise \$50,000 to cover a small part of the additional cost of accommodating women students, a limited number would be admitted. Near the deadline, September, 1900, they had only \$40,000. How Miss Anthony at the last minute pledged her life insurance, and persuaded many subscribers to increase their gifts to make the grade, is now an old story. Then it was a year's sensation.

Thirty-three women were installed in hastily improvised quarters at the west end of Anderson Hall, and admitted to classes. At first their life was not a happy one. Being pioneers, they expected snubs, got some, but came back smiling. With brains, beauty, and bravery they made their way.



Varsity baseball team in 1891. Photographer supplied stylish Moorish background



President David Jayne Hill

Year by year prejudice decreased, and then a good time was had by all. The story of co-education belongs not here but to the 20th century. Until then the old college was still a man's world. It couldn't last; why should it?

A chance visitor to Anderson Hall chapel in May, 1898, before co-education, long before the presidency was offered to Rush Rhees, might have taken a dim view of the future. Professors sat in a row on the platform, students filled the benches bought in the '60's. After a hymn and Bible reading, the chairman gave a short talk, notices were read, the assembly was dismissed. All seemed just as it probably had been in 1860, 1870, 1880, and 1890. On the campus with its venerable trees, grass was green, dandelions yellow, sphinxes red. Upstairs in Sibley Hall fossils and Peruvian mummies held silent session with the megatherium, among the bones and stones. Downstairs in the library, Assistant Librarian Phinney peered suspiciously over his whiskers at any one who touched a book on the shelves or whispered too loud. A high iron fence surrounded the campus, which must have cost a lot of money, yet kept nobody out, nobody in. Gates were sometimes locked at night and on Sundays to keep trespassers from littering lawns with bottles. On Prince Street, in that lovely lilac-time of 1898, Rip Van Winkle and his dog would have felt at home.

Suddenly something happened; sleepers woke; the twilight of the past became the dawn of the future. Since then, "nothing is permanent but change."



Near the turn of the century, the University had three buildings—Sibley Library (left), Anderson Hall, and Reynolds Laboratory



Dr. Rush Rhees in 1900

## TRANSITION:

# *From Liberal Arts College to University, 1900-1930*

By DEXTER PERKINS

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IT WAS on the first of July, 1900, that Dr. Rush Rhees assumed the presidency of the University of Rochester. The institution over which he was called to preside was a university only by courtesy; and among the small colleges of the country it was certainly not among the more conspicuous.

It had a faculty of only 17 members, a faculty so small that its meetings could easily be held—and were indeed held—in the president's office. It had a student body of only 159, pursuing the work for the bachelor's degree, and of these by far the greatest number came from Rochester and its immediate environs; only four buildings, Anderson Hall, built in 1861, Sibley Library, built in 1876, the Reynolds Chemical Laboratory, built in 1887, and the Alumni Gymnasium opened in the fall of 1900, decorated—if decorated is the proper word—its not extensive campus.

Its library, the very heart and center of an institution of learning, possessed a meager 35,000 volumes; its course offerings, more voluminous in appearance than in reality owing to the three-term system then in vogue, paid little attention to economics, sociology, psychology, and the fine arts, oftentimes assumed a truly astounding range of special knowledge on the part of the instruc-

tional staff, and were still cast in such a form as to offer only a moderate amount of flexibility, to the aspiring undergraduate.

For four years, moreover, since the resignation of David Jayne Hill, the University had undergone a sort of academic interregnum; its financial situation was far from brilliant, its total of income-producing funds being in the neighborhood of three quarters of a million dollars; it enjoyed no very great prestige in the city itself; and it still had a certain sectarian flavor, attested by a resolution adopted as late as 1892, by which it was stipulated that two-thirds of the members of its board of trustees should be members of "regular Baptist churches."

There was, of course, another side to the matter. It is not mere sentimentality that suggests that among its small staff were some very remarkable teachers, William Carey Morey, whose incisive mind, and insistence on precise thinking put many, many students in his debt; Herman Leroy Fairchild, eminent scholar in his chosen field, geology, George Mather Forbes, whose idealism and moral simplicity diffused a wide and pervasive influence; Asahel Kendrick, "Kai Gar," professor of Greek, from the very foundation of the college, and Albert H. Mixer, both of them be-



Alumni Gymnasium, dedicated in 1900



Varsity basketball team in 1902

loved by many an undergraduate, Samuel A. Lattimore in chemistry, and Joseph Henry Gilmore in English, who also have left behind many admirers.

Under the administration of Dr. David Jayne Hill, moreover, the faculty had attained a greater esprit de corps than ever before; the wise policy of giving it a large place in the formulation of educational policy, (a policy hardly pursued with zeal by Rochester's first president, Martin B. Anderson) had been in a measure incorporated in the tradition of the University. There had been a considerable advance over the old days in the richness of the curriculum, even though it still fell short of what would be considered desirable; there had been gratifying evidences of increasing financial support from the community, and from non-Baptist sources; and, (though this doubtless brought no joy to the heart of the new president), the decision had been taken to admit women to the University's class rooms. He who looked below the surface, indeed, could discern in this small institution an undeniable vitality; and facing, as needs must be the case, very considerable limitations, might yet look forward hopefully to a larger and richer future.

The qualities which the new president brought to his task were many and various. There was, as Professor Slater has so well brought out in his biography of Dr. Rhees, an element of the fortuitous in the choice of the new president; the choice of a Baptist minister was made easy if not prescribed by the fact that part of the president's salary was to be paid from a bequest that could

only be used if such a person was selected. Dr. Rhees's eminence as a scholar had dictated his election to the Board of Trustees the year before; the chance meeting of the wife of one of the trustees with one of the Rhees's friends in Newton Center, where Rhees was teaching, had something to do with the decision of the trustees; and his marriage to the daughter of the president of Smith College provided him with a certain academic prestige.

None of these factors suggested, with any degree of inevitability, that here was one of the great academic executives of the 20th century; and doubtless none of those who selected him would have ventured to prophesy the great success that would be his. But the qualities which Rush Rhees brought to his new task were of the highest. Though some persons found him shy, he was, in essence, a warm and friendly man; he was wholly devoid of egotism or self-seeking; he possessed a massive patience; he had both tact and resolution; his general cast of thought was well attuned to the community in which he found himself; his willingness to listen and to learn was one of the chief elements of his greatness. Nor, as the years went on, did success in any degree tarnish these high qualities, or alter his unfailing modesty and simplicity, and his devotion to high academic standards. Whether the trustees knew it or not, they had chosen just the man for the job, and the years that were to follow amply attested this fact.

Dr. Rhees was, of course, wise enough at the outset to attach some stipulations to his appointment to the presidency; he naturally desired assur-

ances that he was the unanimous choice of the Board of Trustees; he asked for a vote on the board, something that had been denied to his predecessors; and, most of all, he set before himself from the outset the ideal of expansion. He knew that no institution of learning can remain static, and he knew, too, that the necessary condition of going forward was money. Money he never over-valued, but he was well aware that without far greater support than it had yet received the University of Rochester would remain a relatively inconspicuous institution of learning. He early began to dream of large additions to the number of university buildings; and he did not at all mind putting forward projects that seemed grandiose at the time, and that were, in fact, never destined to be realized in the form in which he envisioned them. Without this vision of progress, and of expansion, he would not have become the great president that he was.

In the large task ahead of him, however, it cannot be denied that Rush Rhees was assisted by the times. The first decade of the 20th century was in many respects a halcyon era in the economic history of the United States, and in the economic history of Rochester. The era of business consolidation that had opened with the administration of President McKinley was still in full

swing. Heavy taxation of great enterprises and of large personal fortunes was as yet unknown. Moreover, the development of Rochester industries, and especially of Eastman Kodak, was moving forward with giant strides. The great personal fortune which was to have so much to do with the development of the University was in rapid process of accumulation. Not only Mr. Eastman himself, but many others, who were so fortunate as to hold stock in this expanding business, were more and more in the mood to contribute to public causes. The city had just passed through a period of increased civic interest, and of many expressions of civic idealism. Factors such as these could not fail to contribute to the success of the new president of the University of Rochester.

Yet there was one circumstance, one obstacle, which had to be overcome. Obviously, the greatest source of aid to the University would be the enthusiastic support of George Eastman. The Kodak magnate, however, professed not to be interested in education, and at the time that Rush Rhees came to Rochester he had not given a penny to the University. In 1900, indeed, with his mind fixed on the more practical aspects of the educational problem, he had given the funds for the Mechanics Institute building on Plymouth Avenue, but he had refused to have anything to do



George Eastman,  
'not interested'



Eastman Laboratories, built in 1906,  
Mr. Eastman's 'last gift' to the UR



Carnegie Building, opened in 1911,  
was the first home of engineering

with the drive for the Women's College. Yet there must be a way to reach him, no doubt the president reasoned; a man who had shown so much vision in bringing the resources of science to his own business could be brought to appreciate the importance of scientific training in an American college.

One of the principal needs of the University at the beginning of the century was a laboratory building for biology and physics. The sum involved was \$150,000, no small amount for a college whose alumni had not yet paid all their subscriptions for the building of the alumni gymnasium begun under Dr. Hill, and which still had an endowment of under a million dollars in 1902. The business went forward very slowly, but in 1903 Dr. Rhees succeeded in securing a pledge from Eastman for \$10,000. Still the project lagged, and in 1904 the president tried again. This time he took his courage in his hands (and courage it took for a man of his temperament) and asked for the total cost of the building. He got no immediate reply, though from the tone of the interview, as described by Dr. Rhees, he had succeeded in no small degree in winning the confidence of the man who was to be his greatest collaborator. In March of 1904 he received from Mr. Eastman a check for \$60,000. Still later, when the cost of the building, in accordance with all the precedents, turned out to be greater than had originally been assumed, another \$15,000 was added. True it was, that with the gift itself went the statement from the lord of Kodak that this was his last gift to the University, and a reiteration of the familiar declaration that he was "not interested in education."

But the first steps in the education of Rochester's greatest benefactor had been taken, and the declaration made in 1904 was in time to give way

to a directly contrary statement that there was nothing so permanent, and therefore nothing so worthwhile, as contributions to a University. That this self-made man, proud of his strength and achievement, attained with so little formal instruction, should come to see the profound implications of academic progress, was a tribute both to him and to the president who patiently and unostentatiously won his increasing confidence and esteem.

The gift of 1904 was soon followed by another. The president had found that the more concrete and practical the project the more likely it was that funds could be secured to translate it into effect, and in 1905 he was able, acting on this principle, to make a new advance. Years before, Dr. Martin Anderson had declined a large gift from Mr. Hiram Sibley for the foundation of an engineering school. But Dr. Rhees, though he valued liberal education, and was to demonstrate his interest in very concrete ways, never thought that what was useful was educationally immoral. It is useless for those of us who teach the humanities to turn up our noses at those branches of learning which come closer to the life of affairs. The very character of our free society is deeply affected by the growth of scientific knowledge and by its application to the world of business. President Rhees, in his tastes, his instincts, and his background, was a humanist. But he early saw the value of technical training, and it is probably due to him that shortly after his arrival in Rochester the college catalogue began to put some emphasis on preparatory work in engineering, to be completed in one of the technical schools. This meant, however, six years of work for the degree, and was destined to give way before the pressures for a shorter course. As it became clearer and clearer



Memorial Art Gallery  
was completed in 1913

Commencements were held  
in old Alumni Gymnasium



that work in engineering would meet a real need, the president attempted to find the funds for a building devoted to this new branch of curriculum, and in 1905 he was able to persuade Andrew Carnegie to donate \$100,000, conditional on the raising of an equal sum by the University.

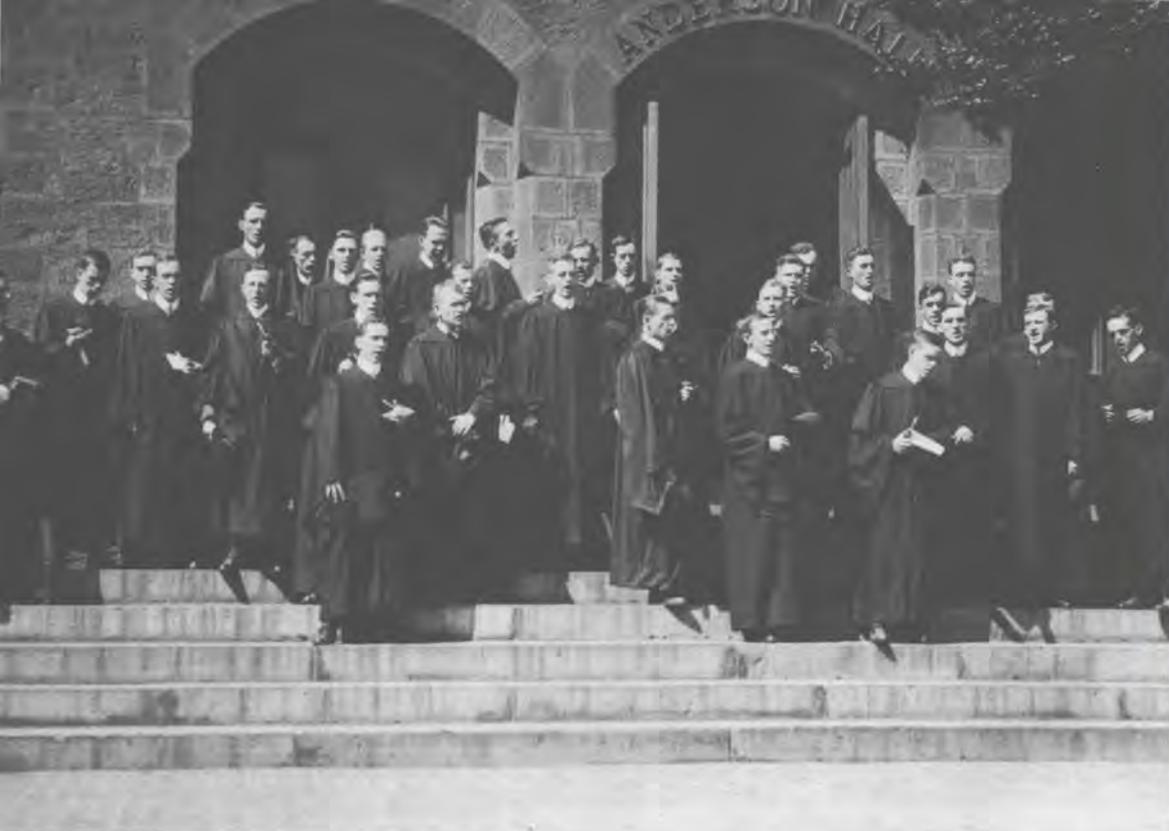
Mr. Carnegie's interest in Rochester, after this initial gift, was never very deep, but in one respect his benefactions were to react in an interesting way on the development of the University. In 1905 the Carnegie Foundation for the Advancement of Teaching was founded, and was in part designed to provide pensions for members of the faculty in institutions of high academic standing. It was natural that Rochester should wish to be included. The obstacle that stood in the way was that resolution of the Board of Trustees, adopted in 1892, which required that two-thirds of the Board's members should be regular members of Baptist churches. In 1906, therefore, the Board reversed its previous action, and resolved that "no denominational test is imposed in the choice of trustees, officers or teachers (by the University of Rochester), or in the admission of students, nor are distinctly denominational tenets or doctrines taught to the students." In many respects, this resolution merely expressed what had long been true, but in its effect upon the composition of the Board, it represented an important change that redounded to the advantage of the institution.

If the claims of specialized technical training were being met in Rhees's first years at Rochester, something, too, was being done in an entirely different field. Rochester was one of the first universities in the country to give special attention to the history of art, and developments in this field go back to the administration of Martin B. Anderson himself. From 1872 to 1886, President Ander-

son gave lectures on the history of painting, sculpture, architecture, engraving and etching, and these lectures attracted much attention in the city at large. But the administration of Dr. Hill did nothing to carry forward this type of work, and it was left, therefore, to Dr. Rhees to revive it.

He did so by calling to the faculty in the year 1902 Dr. Elizabeth Denio, who had taught German and the history of art at Wellesley, and who had reached the age of retirement. Dr. Denio's work was later to be somewhat dwarfed by comparison with that of the very great teacher who followed her, and of whom more must be said later. But at least a beginning had been made; and in addition as early as 1906, when plans were being drawn by the president for the further development of the campus, a special place was assigned to a building devoted to art. The aspiration then expressed was to come to fruition in the year 1912 when Mrs. James Sibley Watson provided the funds for the beautiful Memorial Art Gallery.

The year 1912, indeed, was a key period in the development of Dr. Rhees's leadership. In that year the presidency of his own Alma Mater was vacant, and there was some discussion of his selection to that post. There were, says Professor Slater, "such negotiations as precede an election," — a phrase which arouses rather than fully satisfies one's curiosity. But it is a great thing for a professor or a college administrator to be wanted elsewhere. This is the time, of course, to press for fuller and more generous support, and for the fulfillment of one's plans, and this is precisely what Dr. Rhees was to do. He made it clear if he were to stay at Rochester, there were two things "of urgent necessity for accomplishment," the raising of the salaries of professors and assistant professors, and some increase in the numbers of the faculty,



Graduating class  
of the early 1900's



Class of 1910 sings college songs in Class Day program; Ernest A. Paviour, Centennial Chairman, is at far right

and, secondly, "immediate steps to establish our work for women on a co-ordinate basis." Out of these suggestions came an increase by a million dollars in the endowment of the University, the construction of a women's building in Catharine Strong and Anthony Halls, and the strengthening of the instruction staff.

Before we turn to these matters, however, the year 1912 offers a convenient point at which to summarize the progress of Rochester as an institution of learning after 12 years of the Rhees presidency. A new science laboratory, appropriately enough bearing Mr. Eastman's name, had arisen

on the campus. Carnegie Building, for the new work in engineering, had also been completed. The funds for the Memorial Art Gallery had just been donated by Mrs. James S. Watson. The place of the University in the life of the community was more established than ever before.

Yet, Rochester, in 1912, was still distinctly a provincial institution. True, the number of its students had grown; the number of men candidates for the bachelor's degrees had increased from 157 to 247, and to these were now added 150 women; but the tendency to depend on Rochester and its immediate environs for recruitment was,

Pipe ceremony also was part of class rite



Women brought grace and beauty to college traditions—daisy arch procession passing in front of Sibley Hall

if anything, even more marked than it was in 1900. The library, without a full-time librarian, contained only 58,000 volumes. The faculty was three times as large as in 1900, but, despite the noble personal and fine intellectual qualities of many of its members, it was still not a distinguished body from the point of view of the outside world of scholarship.

The methods of teaching were, in many respects, still rather old-fashioned. Rochester, for example, clung to the three-term system, with classes five days a week, when almost all forward-looking institutions had abandoned it. The text

book method of instruction still predominated over the method of assigned readings in a broader field. Though work for the Master's degree had been offered for some time, there were only 10 candidates for such a degree in 1912. It is proper, therefore, to regard the first 12 years of Dr. Rhees's presidency as a period of beginnings, rather than as a drastic transformation of the University. Nor is there any fundamental criticism implied in such a statement. *Festina lente* is a good proverb for academic leaders, especially in making a small college into an institution of more ambitious scope.

There were still, of course, many things to be done before Rochester could look forward to really broad achievement. The endowment of the University was still under \$2,000,000, if one speaks in terms of income-bearing funds. This was a far larger sum in those days than it is now, as is well attested by the fact that Amherst, one of the best of the small colleges, had only \$2,600,000. But it could hardly support a program of great expansion.

Most urgent for the widening influence of the University was provision for living accommodations for students. At Rochester, in Dr. Anderson's day, the president had actually been opposed to dormitories, and even seemed to regard them as possible sinks of iniquity. While the benefits of "a Christian home," which Anderson emphasized,



For men only: first dormitory, Kendrick Hall, opened in 1913

may in some instances have been considerable, they could hardly have been considered by a progressive educator as a substitute for that intellectual and moral stimulus to undergraduates which comes from living together. By 1912 there was recognition of that fact. Indeed, funds had already been raised for the erection of Kendrick Hall, which was to be formally opened in January of 1913. The fraternity houses offered opportunity also for students from out of town. But these accommodations were, on the whole, meager.

There was one respect, also, in which the University administration represented very conservative tendencies. Dr. Rhees, on the question of women's education, certainly did not occupy an advanced position. This point of view, moreover, was shared by not a small number of the local

alumni. The writer of this article well remembers the impassioned comment of a relatively distinguished graduate of the college in 1916 in a speech in the Alumni Gymnasium, "I don't want to see any co-ed occupying the seat where I used to listen to Uncle Bill." After all, we are speaking of the days when woman suffrage was still a debatable issue, when it was still seriously maintained that the moral character of virtuous womanhood might be sapped by such rough work as the casting of a ballot for the presidency of the United States. And the juxtaposition of men and women in the same classes was supposed, by many intelligent people, to hamper the work of instruction, and, in some instances, to interpose an obstacle to the frank discussion of delicate questions in literature, art, and the problems of society.

These views explain Dr. Rhees's emphasis on what he mellifluously described as co-ordinate education. But they do not alter the fact that this emphasis, for a substantial period, added to the costs of college administration, as well as running counter to the tendencies of the time. The separation of the two campuses in 1930 sprang directly out of such prepossessions as these. Time, it is true, has changed the character of the problem; the growth in the number of women educated at Rochester has much attenuated the additional expense involved in the separation of the sexes, if classes are to be kept to reasonable numbers; and there have been real advantages to the morale of the women themselves in having a campus of their own. Nor, as is easy to see, has communication been impossible between Oak Hill and Prince Street. But these observations do not alter the fact that the president's opposition to co-education represented a point of view that is less and less widely held today.

We have said that the year 1912 was an important landmark in the history of the University. The prestige of Dr. Rhees in the community was by now very great; the million-dollar endowment campaign of that year, even though sustained by George Eastman's gift of half that sum, and by a generous grant from the General Education Board, was a sign of growing interest in the college, the start on the Memorial Art Gallery and on Kendrick Hall was gratifying evidence of a wider usefulness; the erection of the women's buildings added to the physical assets of the institution. But the great era of expansion was still some distance away, and the tremendous future of the University was by no means clear when the writer of this survey came to the University in the fall of 1915. None the less, important events occurred in the period between 1912 and the end of the war.

One of these was a rather sweeping change in the curriculum. On this aspect of affairs, President Rhees permitted a wide range of freedom to his faculty, and the questions involved in students' choices of election have occupied the teachers of the arts college at appropriate intervals ever since the first revision in 1912-13.

The whole problem necessarily involves a clash between the point of view that emphasizes the value of prescription and the necessity for a broad development of the student's interests, and the point of view that insists on freedom, and is not troubled by the variegated programs that sometimes result from freedom, or from the narrow preoccupation with a narrow field which freedom makes possible. It is possible that the issues involved in curricular program can be exaggerated; one of the most venerated of my colleagues at the University once suggested that here was occasion for the application of the famous French maxim, "Plus cela change, plus c'est toujours la meme chose." But so harsh a judgment would doubtless not be generally accepted, and it is undeniable that fresh thinking on the problem of educational objectives usually results from a review of the curriculum. Furthermore, it is certain, in my opinion, that the extremes are wrong; that a rigidly prescribed program violates sound principle; that freedom, on the other hand, cannot be absolute, if the aims of general education are to be met. It is reasonable, therefore, to discuss this problem, and to accept, albeit with a sense of humor, the intensity of feeling which academicians often bring to its examination.

Dr. Rhees understood this intensity of feeling. He was far too wise to attempt to dominate in matters of this kind; he left the job of curricular revision very largely to the faculty. And the remarkable thing is that always, in 1913, again in the '20's, and again in the '30's, the job was done with a very minimum of recrimination and heart-burning. The men who presided over the process were, without doubt, particularly fitted for their task, and much honor is due to Charles Hoeing, Arthur Gale, and to Victor Chambers, for example, for their services in this regard. But able, and serene as they always were, they could not have succeeded in their task if the faculty itself had not been a remarkably harmonious body; and this is the place in this narrative to underline this important fact. In the growth of the University, and large as the faculty has become, there has been a singularly considerate and reasonable spirit; factionalism, or petty personal jealousies have been virtually unknown, college problems have been discussed always in a constructive spirit.

The revision of 1913 was the most fundamental

of the curricular revisions; it broke down the excessive prescriptions of the earlier programs; it divided the subjects taught into groups which represented the humanities, the sciences, and social studies; it provided not only for reasonable distribution within these groups, but for concentration in the last two years of undergraduate activity; it provided the framework of a rational and well-balanced program, and a foundation on which all other revisions have rested. It represented, beyond all question, a distinct educational advance.

There was a gain, too, in the faculty legislation of the following year on the marking system. High academic standards are one of the marks of a well-administered university. One of the elements in



Presidents' home from 1867-1932 is now Seelye House, a dormitory

such standards, or at any rate one of the necessities for their maintenance, is the existence of some reasonable and definite criteria as to what constitutes passable, superior, or truly excellent accomplishment. The faculty, in 1914-15 proceeded to establish careful definitions as to these matters. True, there was perhaps an unconscious humor in the description of grades between 70 and 80 as indicating that the recipient of such doubtful praise might be "conscientious but dull" or "brilliant but lazy"; and it may have been drawing it a little fine to discover a wholly different set of characteristics in students rating from 85 to 89, as compared with those from 80 to 84; but there was value, too, in the emphasis which was placed on original thinking and on the co-ordination of knowledge.



The little stadium (top) at old University Field, Main Street; neighbors had grandstand seats in their attics to watch games

It was in this period just before the war, moreover, the systematic instruction in an extension division became a feature of the University program. No one who witnessed the early history of our extension work will be able to deny that there were times when it seemed to run a bit berserk, and when the goal of numbers appeared to be more important than effective teaching on a high level. In a community such as Rochester, however, such instruction is of great service. At the beginning, the work was certainly strictly academic; and though the changes of administrative leadership were frequent, the general development of the enterprise was along sound lines.

While the faculty was thus seeking to improve the curriculum, and raise economic standards, an important change took place with the appointment in 1915 of a professional librarian. The affairs of Sibley Hall had been administered by a committee of the faculty, while the bewhiskered Herman Kent Phinney, a classical figure in the memory of many undergraduates, presided over a somewhat turbulent reading room, and performed the routine administrative functions. As was to be brought out in the report of James McMillan, who took office in the fall of 1915, Rochester stood at the bottom of a list of comparable institutions in the numbers of the library staff, in the number of the volumes on its shelves, and almost at the bottom in the percentage of college income devoted to library purposes or to appropriations for

books. The beginnings of that growth which has made the University book collections truly effective instruments of education may be said to have begun in these days just before American entry into the First World War.

In this period just before the First World War, great steps forward were taken in the field of physical education. The program in this regard down to the coming of Dr. Edwin Fauver in 1916 had not been a very comprehensive one. It became an important part of the whole scheme of instruction with the appointment of this vigorous and able man. Not only was more attention than ever before devoted to the student's health, but an earnest effort was made to interest him in intramural sports. In the world of intercollegiate athletics Rochester, speaking generally, held no very conspicuous place, nor were those responsible for its development interested in any such ambition. But the University none the less produced some remarkable basketball teams during these years; and on the football field it was good enough, at least, not to arouse athletic-minded alumni to strident protest.

The years that followed on 1912 were years of progress. There had been a healthy growth in numbers; the budget, though a tight one, was within a few thousand dollars of balancing each year; there had been a new and important addition to endowment in the Ross bequest of 1915, which, though restricted in its terms to work in "vital



S.A.T.C. barracks were constructed on campus during World War I

economics," was yet to be found extremely useful; the money from the campaign of 1912 had all been collected, and exceeded by \$82,000 the goal of a million dollars which had then been set; the number of gifts for special purposes was encouraging; the feel of progress was in the air. Obviously, the entry of America into the war was to be for a little a somewhat retarding influence; but not for long, and not in any serious degree.

The war years in Rochester are still fresh in the memory of many of its teachers and alumni. Who does not remember the college assembly in which President Rhees read to the undergraduates the great message of President Wilson of April 2, 1917; who does not remember the still more dramatic meeting in Catharine Strong Hall when not a few members of the faculty took leave of the students to answer the call to arms; who can forget the frigid winter of 1917-18, with its coal-less days, and its faculty meeting in the barren common room of Kendrick Hall? Certainly the writer cannot; and though he was away in the service in the year 1918-19, he has vivid memories of the tribulations, as they have been narrated to him, that were connected with the S. A. T. C., and of the outburst of joy that marked the armistice of November 11, 1918.

It is possible to state with accuracy the role of Rochester men in the war itself. Professor Slater devoted the summer of 1918 to work in the Military Intelligence Division of the General Staff at

Washington, and compiled a roster of the representatives of the University, students and teachers alike, who contributed directly to victory. The roster, to quote from the President Rhees' report for the year 1918-19, "contains the names of 850 Rochester alumni and of 12 alumnae and non-graduates; of whom 654 served in the Army, no less than 279 as commissioned officers, and 36 as privates; 11 in the Marine Corps, four as commissioned officers, one as a non-commissioned officer, six as privates, 26 who served in other branches of war activity under the Government; six who served in the Red Cross; and 28 who served in the Y.M.C.A. Of our alumnae and former women students seven were in military hospital service; three in France and four in this country; four were in service with the Y.M.C.A., three in France and one in this country; and one served with the American Red Cross."

This record was, indeed, an honorable one; and it does not need to be embroidered. Out of the large number of Rochester men who answered the call to arms, most, happily enough, returned; indeed, only three were killed in action; one met his death in an aeroplane accident connected with his training; and six died of disease.

It was the war (who can deny it?) that launched the University on that larger career for which the patient leadership of Dr. Rhees had so admirably prepared it. In common with many other institutions of learning, Rochester gained from the



Their vision led to great Medical Center: From left, Dr. Rhee, Dr. Abraham Flexner, George Eastman, and Dean George H. Whipple

increasing enrollment which followed on the termination of the struggle; but it gained still more from the large accessions to personal wealth that naturally flowed from the war years, and from the immense increase in personal wealth on the part of some of those most closely connected with the University.

These gains are not foreshadowed, however, in the president's report for 1918-19. The war, Dr. Rhee explained, had left the University with an accumulated deficit; expenses had pyramided as they have a way of doing in war; it had been necessary (and how wise and generous as well!) to meet the difficulties of members of the teaching staff by bonuses paid to them in the years 1917, 1918, and 1919. The situation called for a new endowment campaign, and a million dollars was proposed as the goal. Mr. Eastman was announced as ready to contribute \$100,000; another \$100,000 was in sight before the campaign began. The campaign was placed under the direction of Raymond N. Ball, alumni secretary, then, as now, one of the most devoted alumni and best and most effective friends of the University. The money was raised, and no less than 2896 persons contributed. There was an excellent response from former members of the college; but still more impressive, perhaps, is the fact that \$572,000 came from citizens of Rochester who had had no close connection with the institution. There could

hardly be greater evidence of the growing pride of Rochesterians in their University, and their growing satisfaction in its contribution to their welfare.

But the endowment campaign of 1919 was only the prelude to developments on a very large scale. Mr. Eastman, who was "not interested in education" became such a benefactor of the University as has rarely been seen in the history of any institution. He had had for some time an amateur interest in music; he had an organ installed in his home, and among the most influential of his friends were some who were particularly interested in the musical field. There was also in his mind the idea of combining an interest in music with the development of a great moving picture theatre, which should have both an educational and a recreational value.

Rochester had had a symphony orchestra since 1900, and an Institute of Musical Art had opened its doors on Prince Street in 1913. This organization had been purchased by the University with Mr. Eastman's help, and was to form the nucleus for the great development that was to take place. In 1919, Mr. Eastman took a great step forward. He declared his readiness to finance a much larger enterprise, which would make Rochester a true musical center. He pledged something in the neighborhood of 10 million dollars to this enterprise. Thus there was called into being the East-

man School of Music with its magnificent auditorium (where college commencements have been held since 1923), with its charming little Kilbourn Hall for chamber music, and with its splendid facilities for musical instruction. In 1924, (to anticipate a bit) Dr. Howard Hanson was called to the leadership of this school and under his distinguished administration, it has played a great role in the musical development of the whole country.

Hardly had this great gift been made than another of equal splendor was on the way. The initiative for the founding of the School of Medicine did not come from Dr. Rhees. It came from the General Education Board, the great corporation entrusted by John D. Rockefeller with the apportionment of his funds to worthy educational enterprises. In 1919 Dr. Abraham Flexner, one of the most conspicuous of all figures in the history of American medical education, persuaded the board to make a large special appropriation for improving medical schools. He originally had in mind some kind of assistance to the great medical centers in New York City. But the trail of politics, and an innate conservatism as to method, were both to be traced in the great municipality, and Dr. Flexner came to the conclusion that "the most effective way of putting pressure upon the New York medical schools was to start something first-rate somewhere else in the state."

The choice of Rochester was due to several considerations. One was the excellent standards of the

college. One was the high opinion that the administrative heads of the General Education Board had of Dr. Rhees himself. Still another was the presence of a dental dispensary in Rochester which was the gift of Mr. Eastman, and which seemed to suggest that his interest might be extended to the field of medicine. And, in addition to all this, it was important that the new school should be built from the very beginning, without any narrow precedents to cramp development.

The decision once taken, Dr. Rhees was approached, and asked if he thought it possible to enlist the interest of Rochester's great benefactor. Thus the matter came in due course before him, and his support was secured. Not only did he himself give on a superb scale to the new project, but he also took up the matter with Mrs. Gertrude S. Achilles and Mrs. Helen Strong Carter, the daughters of his former partner, and they generously offered to give the money for the hospital which was an essential part of the plan. And so in 1920 the president of the University was ready to announce this new enterprise, and in the years just following, there arose on the Elmwood Avenue site a group of buildings which were to house one of the really first-rate medical schools of the country. To the headship of this school came Dr. George H. Whipple, of the University of California, and around this eminent figure, through his rare knowledge of men, was soon gathered a group of scholars and teachers in whom Rochester has taken, and does take, a great and growing pride.



Key figures in early beginnings of the Eastman School of Music and Theatre  
Mr. Eastman, Eric Clark, George Todd, Eugene Goosens, and Dr. Howard Hanson



The great 1924 endowment campaign for \$10,000,000 was a triumph; 13,651 contributed—graduates, Rochester citizens, large donors

But this story, like that of the Music School, must be left to other hands. We must turn back to the fortunes of the College of Arts and Science. It is a trite maxim that nothing succeeds like success. The prestige of the University had been, of course, immensely enhanced by the events which have just been described. In his report for 1921-22 the president was able to announce ambitious plans for the removal of the Men's College to Oak Hill. The initiative for this great project came from outside University circles. But it was, of course, welcomed by Dr. Rhees, who had always wished to see the Men's and Women's Colleges separate.

There thus took place the great endowment campaign of 1924. The goal set was no less than 10 million dollars. Mr. Eastman led off with two and a half million; the General Education Board pledged one million; the rest was raised in the City of Rochester, and provides impressive proof of the pride of its citizens in the University. The vast sum of \$6,378,000 was individually subscribed in the campaign. Sixty-nine percent of the living alumni of the college had a part in these contributions, and 75 percent of the alumnae, and their total subscriptions amounted to over a million one hundred thousand dollars, and represented

1602 loyal sons and daughters of Rochester. From those not connected with the University came the staggering sum of nearly four million dollars, (excluding Mr. Eastman's gift), representing the amazing number of 13,651 separate pledges. So impressive were the results of the campaign to the great Kodak magnate that, besides making his contribution of two and one half million dollars, he added six more millions to his gifts to the University, one and a half million of which was destined for the Women's College. It would be difficult to find a more remarkable example of civic spirit and of individual personal munificence than was registered in the great campaign of 1924.

Following the precedent set by Dr. Rhees in his annual report for 1924-25, it may be convenient at this point to summarize the contributions up to this time by George Eastman to the University. "In 1903-04," wrote the President, "he gave \$78,500 for the Eastman Laboratory. In 1912, \$500,000 toward the endowment campaign of that year. In 1918, \$28,000 to acquire the property of the Institute of Musical Art, the nucleus of our Eastman School of Music. In 1919-22 he contributed \$9,604,728, for new buildings, land and endowment of the School of Music and Eastman Theatre. In 1919 he also gave \$100,000 to the Victory Endowment

campaign. In 1920 he gave \$4,000,000, increased to \$5,000,000 by profits on securities sold, towards the fund to establish the School of Medicine and Dentistry, besides securing the affiliation of the Rochester Dental Dispensary with that School, a virtual addition of \$2,500,000 to its resources. And in 1924 he added \$8,500,000 more, including his subscription of \$2,500,000 to the 10 million dollar campaign. This makes the wonderful total of nearly \$24,000,000, not including the Dental Dispensary."

These figures represent, it is certain, a great triumph for Dr. Rhees. Save for the initial gift of 1903-04, Dr. Rhees never solicited a cent, so Mr. Eastman used to say, from Rochester's greatest benefactor; he relied instead upon doing a good job, upon the spirit of local patriotism of which Mr. Eastman had an ample share, upon the persuasive influence of friends, and upon the close and affectionate relationship which he was able to establish with the Kodak magnate himself. Master over a few things in 1900, Dr. Rhees was to become master over many; and in the larger tasks ahead of him he proved as competent as he had been in directing a small college in the first decade of the 20th century.

One more important gift deserves to be recorded here before we turn back to the educational progress of the college in the 1920s. This gift came from Mr. James Gould Cutler, long a trustee of the University, and an ardent friend of education for women. Mr. Cutler died in 1927. In his will he left the sum of \$2,500,000 to the Women's College in its old campus on Prince Street. This gift made possible the erection of Cutler Union, the center of the Women's College, and, architecturally speaking, along with the Memorial Art Gallery, the most distinguished building on the Women's Campus.

But the great addition to the financial resources of the University would have been nothing if it had not been well used. The expansion of the College of Arts and Science in the decade of the '20's is a phenomenon that needs to be examined in detail. No doubt, in any case, some expansion would have taken place. I remember Dr. Rhees's once observing to me that war had always been followed by an immense increase in the interest in education. In the last pre-war year the registration in the Men's College had increased to 307 as compared with the 260 of 1912. The increase in the Women's College was more substantial, from 161 to 219, since it was still much the custom in this period for parents to desire their children to be educated near their homes. By 1930, however, the number of men undergraduates was just over 500, an increase of over 60 percent and the number of

women undergraduates regularly enrolled was 422, an increase on something the same scale. True, this increase in enrollment was still largely local; but it was none the less an impressive sign of the growing attractiveness of the University.

By 1930, too, graduate work began to assume new proportions. In 1917 the number of graduate students was precisely nine. In 1930 it was 118. The work done at this time was, it is true, almost exclusively for the master's degree, but it had attained sufficient importance to justify the elevation of Dr. Charles Hoeing, Dean of the College for Men, to the post of Dean of Graduate Studies, and to lead to the appointment of a special committee to supervise such work. Fully as important as either of these developments was the doubling of the size of the University Library. Mr. James McMillan had left the University in the period of the war. His successor, Donald Bean Gilchrist, was one of the finest administrators that the University has ever had in its employ. On the foundations laid by Mr. McMillan, he built extremely well. For the first time in its history the University began to think and act with regard to library matters, in large and generous terms.



Dr. Charles Hoeing, Dean of the College for Men, was first Dean of Graduate Studies, 1928



President Rhee turns first spadeful of earth at River Campus in 1927

The faculty of the University, in the last year before the First World War, amounted to 47. As had been true since its early history, Rochester possessed an extraordinary number of devoted teachers, and men of large views and fine spirits. But it was still a place perhaps from which it was a distinction to be called rather than an honor to remain. Thus in 1925, Professor Packard, one of the most inspiring of the University's teachers, accepted a call to Amherst, and in the same year Raymond Dexter Havens, perhaps the foremost scholar in the College in the field of the humanities, went to the Johns Hopkins University at Baltimore. Professor Ernsberger, too, the only professor of engineering I have ever known who could read the *Iliad* in the original, had accepted an invitation from Cornell. To mention these facts is not to depreciate the noble service performed by many of those who gave the better part of their lives to the service of the University. Who can ever estimate highly enough the rich and varied learning of John Rothwell Slater, the utter devotion of Arthur Sullivan Gale to the interests of the undergraduates, the fine administrative and teaching qualities of Victor Chambers, the humanity and broad culture of Charles Hoeing, to mention only a few?

The numbers of the faculty had, of course, immensely grown by 1930, reaching a figure almost thrice that of 1917. But at the higher level, a faculty changes slowly, and amongst the full professors in the college there were not many that had not been in the list of 13 years before. There was, of course, Professor Murlin, a highly distinguished man in his field of physiology, and director of the Department of Vital Economics under the Ross bequest; there was Joseph W. Gavett, who gave fine energies and strong purpose to the develop-

ment of the engineering courses, there was Earl Burt Taylor, picked from the superintendency of schools in the town of LeRoy, and amazingly competent in raising the standards of the Extension Division as Director of Extension; there was John Edward Hoffmeister, on the threshold of a distinguished career as a scholar, and destined to become one of the ablest of the University's administrators. And coming back, after an absence forced upon him by public clamor during the war, was the gentle and learned Ewald Eiserhardt, who gave distinction to the teaching of the history of art such as had never been given before. Other names might be cited, but the roll call of those just mentioned is evidence of high standards and wise choice of the new members of the faculty.

Once more in the '20's the faculty attacked the perennial problem of the revision of the curriculum. Professor Charles Watkeys was given a year's leave of absence to study the educational trends, and his careful analysis of these trends was followed by the most important faculty legislation in this field since 1912-13. The most distinctive feature of the new plan adopted was the institution of the comprehensive examination. The case for this innovation is simply stated. Students tend, in their college work to think too much in terms of courses, which are passed only to be conveniently forgotten. Somewhere, in the educational process, there should be an effort to integrate the knowledge gained, to bring together materials from a considerable body of learning, and to consolidate and coordinate such materials. The value of a comprehensive examination covering a relatively wide field is that it accomplishes precisely this end. No doubt, in some subjects where the student's efforts are necessarily cumulative, need for such an examination is somewhat less apparent. But in

many subjects, and in the humanities and the social sciences in particular, there is a very real necessity for the review of bodies of learning not necessarily dependent upon one another, and for the gaining of a new insight into their relationships. This need the faculty sought to meet in the legislation of 1927-28. Experience was to vindicate its action, and to make clear that a new constructive step, and one looking toward higher standards, had been taken in the important field of the curriculum.

In the period we are now examining, the Extension Division, starting with humble beginnings in the years before the war, had attained a very considerable development. The number of enrollees in 1929-30 was no less than 1,184. In addition a summer school had now been in operation for a number of years, and the enrollment in this session was 909. Both of these developments, as already stated, gained much from the strong administration of Professor Taylor; both widened the sphere of usefulness and extended the reputation of the University.

The year 1930 saw the transfer of the Men's College to Oak Hill. There an impressive library building was erected with the space for upwards of one million volumes, and dedicated, as such a library should have been dedicated, to Rush Rhees; there excellent buildings for the teaching of science rose on both sides of the quadrangle; there sprang up Morey Hall, devoted to the humanities and the social studies, and there arose dormitories, larger than ever before, fraternity houses, Todd Union, and the Strong Auditorium.

In the fall of the year 1930, when instruction began on this new River Campus, the aspect of things may have appeared a little bleak; yet the scheme of the architects was an excellent one, the

proportions of the buildings entirely suitable, the grounds such as would in due course become extremely attractive. Time has in every way vindicated the decisions that were then made. The River Campus today has real distinction; it has become more and more delightful to look upon; and its central quadrangle presents a most impressive front to the contemporary visitor. It might perhaps be the better if there were more faculty and students living upon it; but the difference in this respect from Prince Street before the war is none the less impressive. Kendrick Hall housed only about 25 students; the dormitories on the River, including the temporary accommodations, take care of about 20 times that number, and, in addition, the presence of the fraternity houses on the campus has added a flavor of homelikeness to the general character of the scene. It would, I think, be the judgment of most interested persons today that here is a fit home for a great University.

When this new home was opened, the University of Rochester, in the nature of things, entered upon a new era of expansion and development. There is no end to the process of growth for a well-administered institution of learning; nor, indeed, is there any alternative to growth, but stagnation and retrogression. You cannot, Woodrow Wilson once said, keep a white post white except by constant effort; you cannot keep a university strong except by constant attention to its problems, by being on the watch for every sign of weakness, and for every new opportunity of service. The accomplishment of these years had, by any comparative standard, been prodigious; and it was possible, on the basis of the past, for the friends of the University to look forward with high confidence to the future.

From golf course to campus: Eastman Quadrangle as it appeared in construction state, with Rhees Library steelwork in background





*Rush Rhees*





Noted educators joined in dedication ceremony at the new River Campus

## ROCHESTER COMES OF AGE: *Rise to Leadership, 1930-1950*

By DEXTER PERKINS

**T**HE TRANSFER of the Men's College to Oak Hill is, in one sense, the end of an epoch in the history of the University of Rochester. But it did not mark the end of President Rhees's administration, or the end of that period of great material growth which is associated with the benefactions of Mr. Eastman.

Dr. Rhees was to remain in office for nearly five years more. And Mr. Eastman's munificent gifts were to have their climax in his bequest of by far the greater part of his estate to the University at the time of his death in 1932. At that time the immense sum of 19 million dollars was added to the endowment, making Rochester one of the wealthiest institutions of learning in the country, standing fourth amongst all privately-controlled Universities at that time. The question that was now posed was how the best use could be made of this remarkable benefaction, and along what lines would take place beneficial and constructive advancement.

The question was being studied in the last years of the Rhees administration. A so-called Committee on the 10 Year Plan brought together, consolidated, and sometimes added to the recommendations of the various department, and the fields of learning represented by the sciences, the arts, the humanities and the social studies. The ideals of the University have never been more succinctly and persuasively stated than in the report of this Committee, which must, therefore, be considered in some detail.

In the first place, it was definitely suggested that Rochester should never strive for mere numbers, but that it should remain, as indeed it has remained, a relatively small institution ministering to the needs of a group of students which should be highly selective, though chosen not on the basis of academic excellence alone, but on the basis of their general high qualities, and promise of usefulness to the larger community, of which they would become a part. Moreover, a very great emphasis was laid on good teaching.

It has been very easy, in the growth of institutions of learning, to lose sight of this essential requirement. It has been very easy to fall a victim to the thesis that "productive research" takes precedence over performance in the classroom. No doubt these two are more intimately connected than is always seen to be the case. No doubt the best teacher is one who is constantly growing in his field, and who therefore has some desire to add to the area of knowledge in that field. But it is quite another thing to sacrifice the interests of the undergraduates to projects of special interest to the professor, which have little relevance to the growth of his capacities as an instructor of youth. The faculty of the University of Rochester have never succumbed to this temptation. Neither under Dr. Rhees nor under his successor, Alan Valentine, has there been any tolerance for poor teaching, or any disposition to give to teaching a purely secondary place in the scheme of things.

Another point that was stressed in the report of the Committee on the 10 Year Plan was equivalence of educational opportunity in the College for Men and the College for Women. It was recognized by those who drew up that report that while Rochester might indeed aim at eminence in the development of the Men's College, there was, on account of the relatively small number of institutions devoted exclusively to the education of women, a special and interesting challenge. And, here again, as we shall shortly see, the views of the Committee were to be realized by the new administration which was to come into office in 1935.

The danger which confronts a University drawing its resources from a single community, and

drawing a not inconsiderable proportion of its students from that same community, is that of a narrow provincialism. Here again the 10 Year Plan struck the right note. Its recommendation of scholarships on an increasing scale for out-of-town students was wisely conceived, and was designed to be effectively executed.

Finally, emphasis was placed upon the development of graduate instruction, and upon adequate provision of those increased facilities that would make that graduate instruction possible.

But the evolution of a university never takes place precisely according to the ideas embodied in a committee report. A strong president will inevitably leave his mark upon an institution in many ways that a faculty committee is not likely to anticipate in advance. Something of his personal outlook, and something of new circumstances, and new occasions for useful service, is bound to enter into the equation. Alan Valentine became president of the University of Rochester in 1935. It is fitting to analyze his most important contributions in the 15-year period of his leadership, and to recognize the positive services which he performed for the University of Rochester.

One of the earliest developments that took place under his administration was a new revision of the curriculum. In some respects this revision was hardly more than a liberalization of the rules governing "distribution" and "concentration," and one which marked no very great breach with the past. But there was one novel feature, and this was due to the president himself.

The institution of honors work at Rochester has been one of the most fruitful modifications of the previous educational practice. By this work,

Alumni and alumnae from many parts of the country came to celebrate advent of Greater University at dinner in the new Alumni Gymnasium





Air view reveals beauty  
of River Campus in 1950



"Beside the Genesee"



Planting first ivy



Inauguration of President Alan Valentine, 1935



At his desk in Eastman House



Young president receives University's Charter

the student is exempted from ordinary classroom attendance during the junior and senior years. Instead of attending lectures, taking tests, and doing assigned readings, he is permitted to choose seminars, two in each term for each of the last two years. These seminars are purposely kept small, rarely reaching beyond eight students. While the manner of conducting the seminar varies with the individual instructor, the essential principle is that the student shall prepare a paper on some assigned topic, and that this paper shall be read, criticized, and analyzed by the seminar group under the leadership of the teacher. There are no examinations in the usual sense of the word. At the end of the senior year the student is examined by an outside examiner in all the fields of study which he has taken up, and granted a degree with honors, high honors, or highest honors, commensurate with his achievement.

Though the number of students admitted to the Honors Division has not been large, none the less a very fundamental principle of education has been involved. One of the disturbing aspects of American university education has been its increasing impersonality. The vast numbers that have flooded the American colleges have made impossible that intimacy between teacher and student which is one of the most valuable elements in the educational process. The honors system provides for this intimacy. It underlines one of those values which it is easy to lose sight of in our enthusiasm for statistical prestige. It has been a great success from every point of view.

In the years before the war there took place also under President Valentine's leadership a notable strengthening of two of the most important departments of instruction. The appointment of Leonard Carmichael as Dean of the Faculty brought to the University a psychologist of wide and growing reputation, who was given extensive facilities with which to work, and under whose guidance a great development took place in the field of which he was a master. In the field of chemistry the leadership of Dean Chambers had long



Seminar group in Honors Studies

been fully appreciated by his colleagues and by the administration. But the appointment of Professor Albert Noyes, who came to us from Brown, as had Dean Carmichael, brought to Rochester a scholar who has attained very great distinction, and who has expanded and brought to a new peak of attainment the Department of Chemistry. There have been indeed few appointments at any time that have done more to enhance the reputation of the University.

This period before the war saw also the appointment of a new Dean of Women. Dr. Janet Howell Clark, who came to her new post in the fall of 1938, brought the highest qualities to her task. A genuine scholar, with wide sympathies and interests, and a never-failing pertinacity in advancing or protecting the interests of the students, she has left her mark deep upon the Women's College during the last decade. In esprit de corps, in student personnel, in widened reputation, it has become more and more a source of pride to all those who are devoted to the interests of the University.

In other respects President Valentine's first years saw interesting advances. We have already alluded to the danger that an institution so situ-

At Town and Gown dinner in 1941



Dean Hoffmeister and the President





1950 Conference  
on Human Rights

ated as our own will suffer from a certain provincialism and parochialism. One way of avoiding this danger is to increase the number of eminent visitors who come to Rochester. Their presence here is not only refreshing and stimulating, but they are given a chance to see how excellent is the work which is done here, and to carry away a properly enthusiastic judgment about the measure of our achievement. In 1939-40 was assembled the first of a series of conferences that have been one of the distinctive features of the Valentine administration. This gathering, devoted to the study of "New Frontiers in American Life" brought a considerable number of eminent business men to the University. In a period when far too many people were still accepting the idea that our national economy was "mature" and incapable of further expansion, it underlined the wide possibilities of future development, and in so doing attracted nation-wide attention.

The conference on "New Frontiers" in the course of the years ahead was to be followed by many others. Conspicuous among them were those organized by Professor Kathrine Koller, the distinguished chairman of the English Department and the first woman to hold a departmental chair-

44

manship at Rochester. One of these on the humanities brought scholars from the fields of art, literature, history, and philosophy. Others devoted to American and English literature provided new insights into these important branches of learning by teachers eminent in these subjects. The celebrations of the Centennial year were opened with the students' Conference on Human Rights at which appeared such notables as Mrs. Eleanor Roosevelt, Dr. Ralph Bunche, Dr. Edwin G. Nourse and Lt. Gen. Walter Bedell Smith.

In the pre-war years, to return to them for the moment, additions were made to the housing facilities of the University, thus permitting the admission of more out-of-town students. On the River Campus the Stadium Dormitory, a relatively modest project, none the less provided accommodations for 45 students. On the Prince Street Campus the erection of Munro Hall was of great significance. An admirable building, designed by Kaelber and Waasdorp, its public rooms furnished largely through the taste and attention which the president's wife bestowed upon them provided accommodations for 135 women students, and paved the way for a very substantial development of the Women's College.

New Frontiers Conference in 1941 drew leaders in every field to define new opportunities in business, science, professions

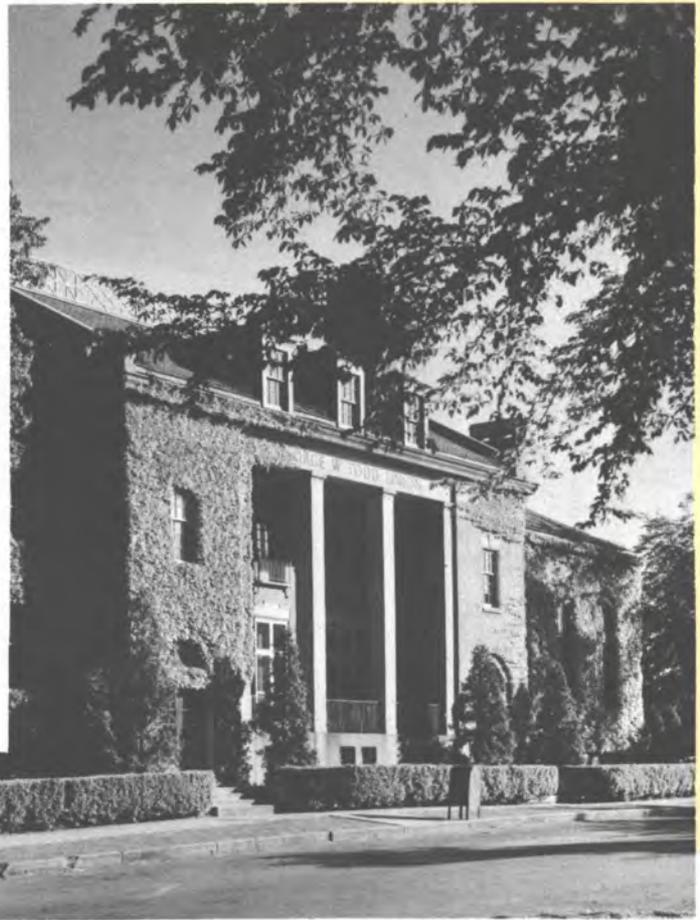




Fraternity Quadrangle, River Campus



Portico of Rush Rhees Library



Todd Union, student life center

Gavett Hall,  
Engineering





Main entrance, Alumni Gymnasium



View of River Campus from Genesee River



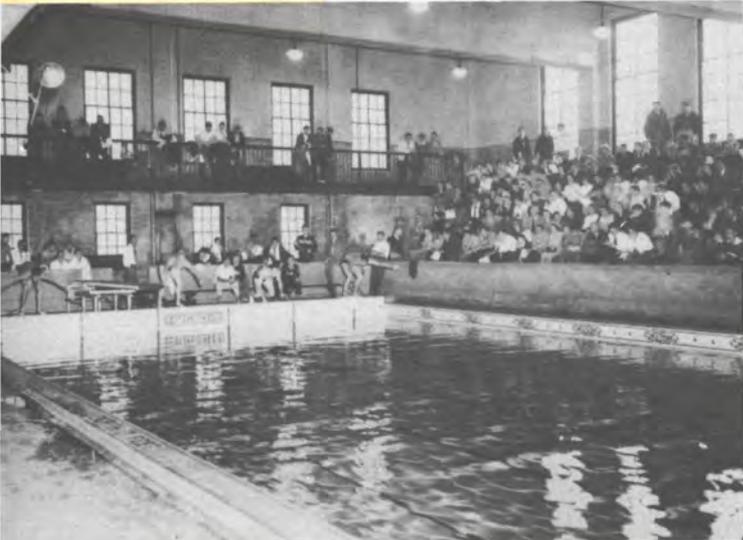
Burton Hall, a men's dormitory



Lattimore Hall as viewed  
across Eastman Quadrangle



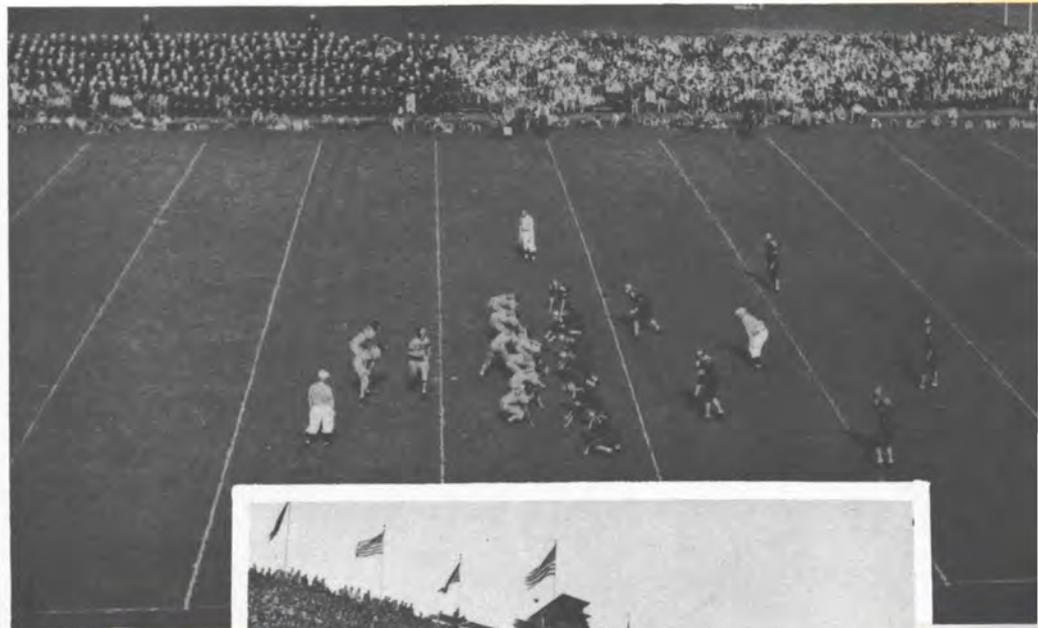
Basketball palestra in Alumni Gymnasium



Intercollegiate meet in swimming pool

Game day—stands, playing field

Main gate, football stadium





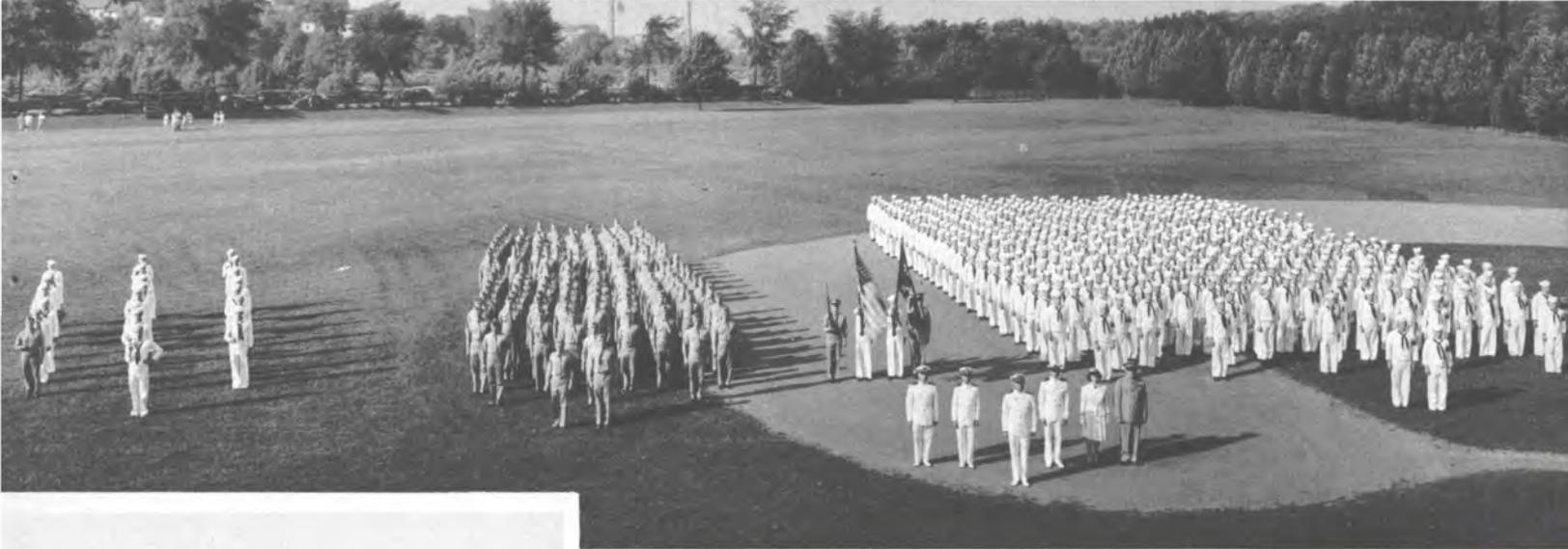
Welles Brown Browsing Room,  
Rhees Library reading lounge

By 1940, however, the shadows of coming war already loomed over Rochester, as they loomed over the nation at large. Dean DuBridge, now president of the California Institute of Technology, was absent from the University during most of the academic year, 1940-41, in research of the highest importance in connection with the national defense. A more important tribute to President Valentine's choice of his assistants (since Dean DuBridge had been called to Rochester by Dr. Rhees) was the choice of Frederick L. Hovde as assistant to the president, and now (1950) president of Purdue University, as head technical aid in England of the National Defense Research Committee. Acting under President Conant of Harvard, Mr. Hovde did yeoman service in that co-ordination of British and American research activities which was to yield such great results when the challenge was finally thrown down, and the United States entered the world struggle.

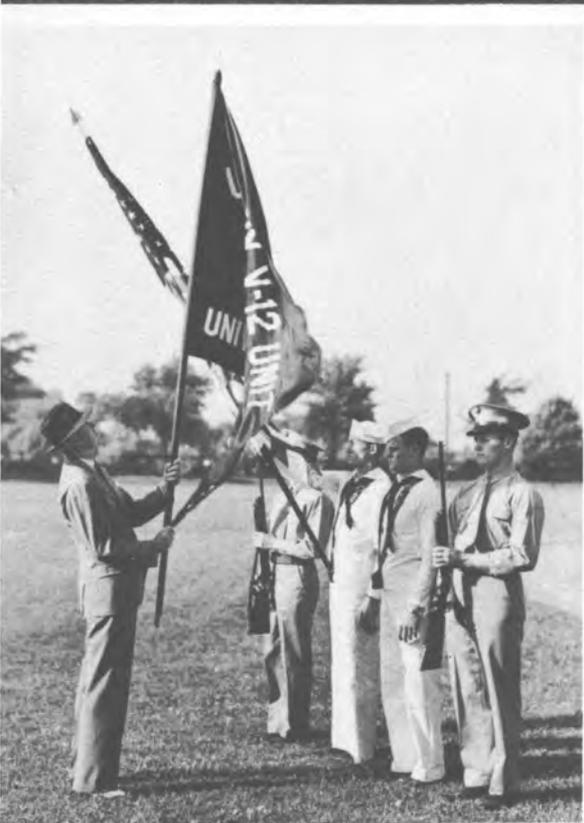
That challenge came, of course, with the Japanese attack on Pearl Harbor. The writer well remembers the luncheon at Eastman House the next day with the president and his wife and Serge Koussevitsky, the director of the Boston Symphony. After luncheon we had gone into the large living room on the west side and there had listened to President Roosevelt's speech to the Congress. Mr. Roosevelt finished, and the voice of the announcer came over the air, "Ladies and gentlemen, the national anthem." And without a word the four of us rose and stood silent till the last note of the "Star Spangled Banner" died away. It was in this spirit of serious devotion to the national welfare that President Valentine began the years of his war service at Rochester.

The record of Rochester in the Second World War stands, in some respects, in marked contrast to the record of the first. In 1917-18 the normal life of the college was not greatly changed until the struggle was almost over. Though members of the faculty and of the student body naturally left for war service, and set an example of patriotism of which we can all be proud, the distinctive contributions of the University, as a University, cannot be described as of the first importance. But in the years 1941-45, the case was far different. The growth and the increased distinction of the University staff in the field of science provided an opportunity for service of the very first order.

For example, Professor Noyes, as chief of a division of the National Research Defense Committee, supervised chemical warfare research at more than 20 universities and industrial concerns, was chairman of the joint British Empire-United States Project Co-ordination Staff, and was also on the staff of the chief of the Chemical Warfare service. The distinguished services which he performed led to his appointment as adviser to the Office of Civil Defense Planning, to study technological aspects of radiological defense, and chairman of the Chemical Warfare Committee of the Research and Development Board. Dr. Lee DuBridge directed the government Radiation Laboratory at M.I.T., where he was in charge of nearly 2,000 scientists, technicians, and engineers. Dr. Robert Marshak, now at the age of 33 chairman of the Department of Physics, was a key man in the atomic bomb development as deputy group leader in theoretical physics at Los Alamos, and also served on highly important atomic research projects in Canada and at the M.I.T. Radiation



Navy V-12 students and staff in World War II



Alumni present V-12 flag



Dr. O'Brien and staff designed war devices



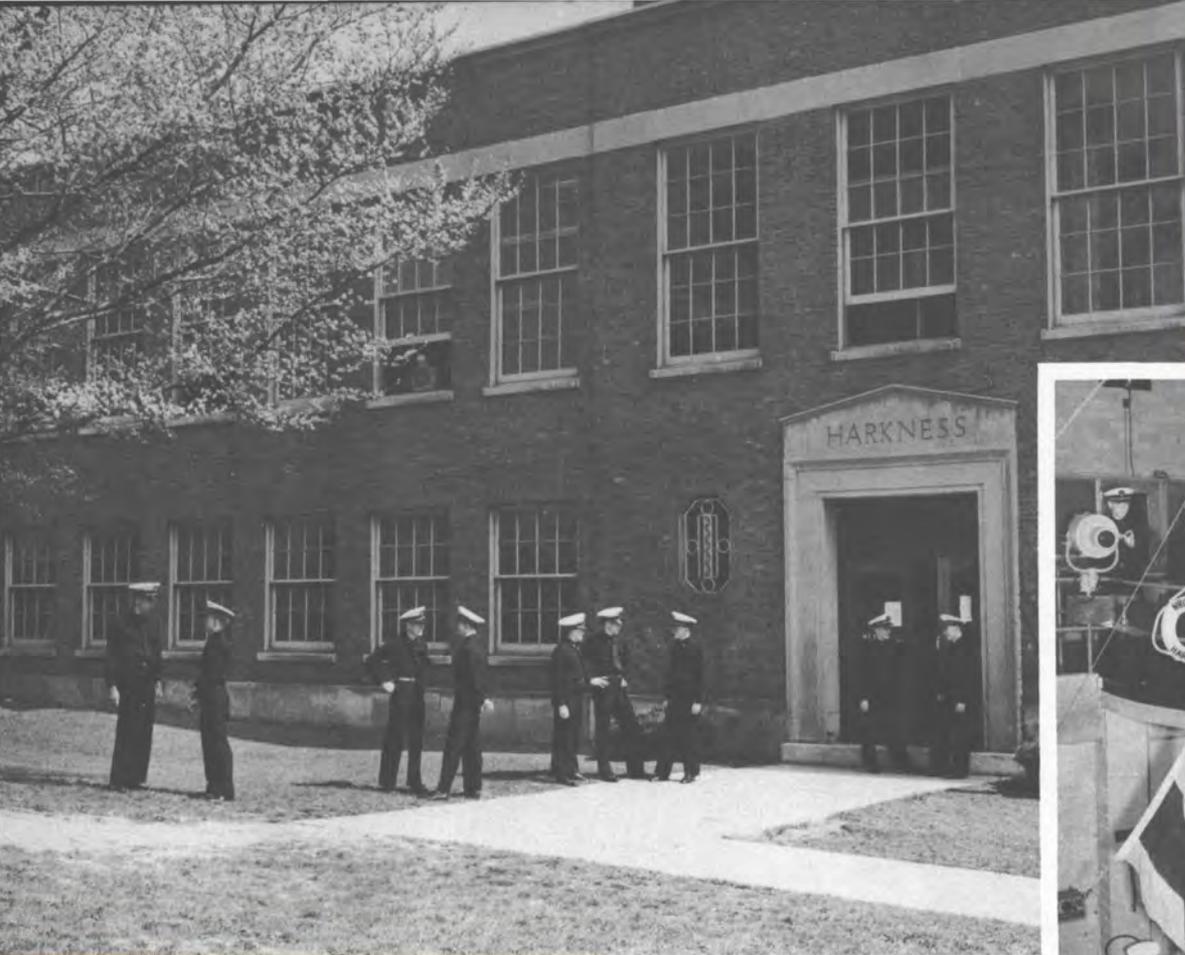
Abandon ship drill



Marine trainees parade on Lower Campus

University's war service flag





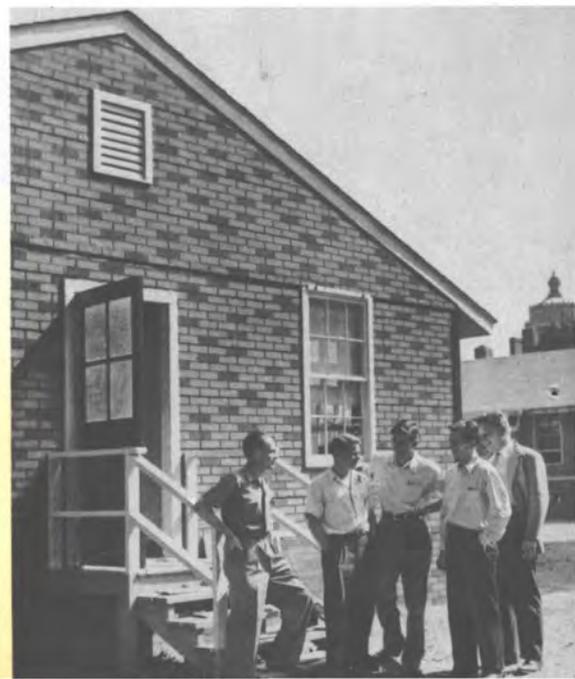
Harkness Hall, NROTC naval science building



Navigational bridge, Harkness Hall



Chemistry research wing, Lattimore Hall, opened in 1949



Temporary veterans' dormitory

Laboratory. Dr. Sidney Barnes, who directed the planning and construction of the new 250,000,000 volt cyclotron installed at the University, worked on the atomic project at the University of California, and at Oak Ridge and Los Alamos. Dr. Brian O'Brien, director of the Institute of Optics, directed an impressive number of vital research contracts in the development of identification and detection devices. The Institute of Optics itself was the center for about half the entire government contract work on such research. Dr. J. Edward Hoffmeister organized the Target Chart Coverage Unit of the Army Map Service, and served as consultant to the War College. His unrivalled knowledge of geological formations in the South Pacific Islands provided the American military authorities with invaluable information for the occupation of the coral atolls of the Pacific. The Psychology Department played a leading part in a program for the National Testing Service of the Civil Aeronautics Administration, with its headquarters at Rochester. The Division of Engineering, in co-operation with University School, carried out an emergency training program which made a vital contribution to the solution of man-power problems and to the war production record of Rochester.

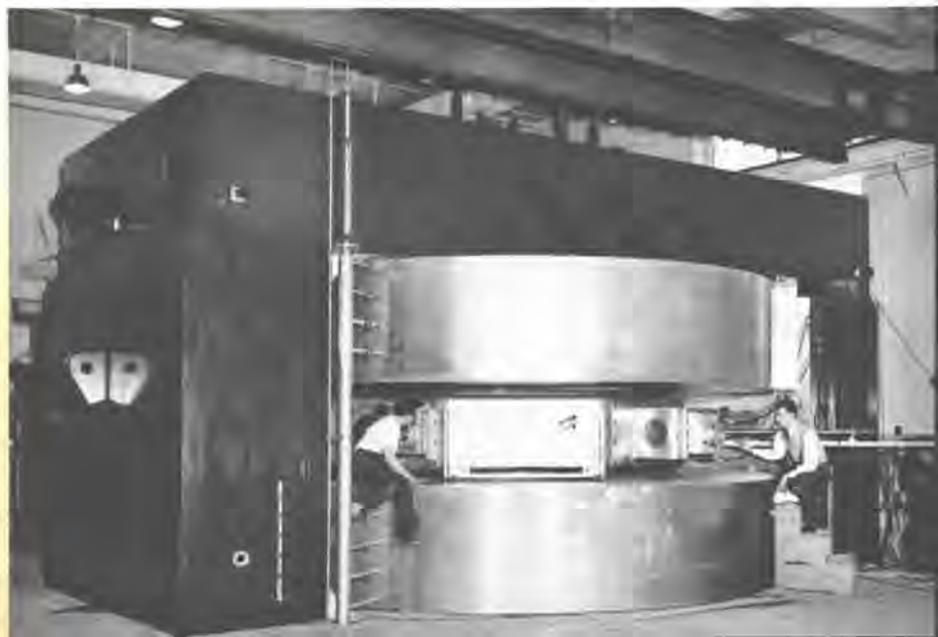
This impressive record on highly important and specific aspects of the war program should not blind us, however, to the educational task in which all departments of the University co-operated through the College Naval Training (V-12) program. This program, inaugurated in the summer of 1943, provided instruction for more than 1500 trainees, prospective Navy and Marine Officers. The work done was sufficiently distinguished to warrant a citation from the Navy Department, and to lead to the choice of Rochester as one of only 25 new peace-time training centers for the Naval Reserve Officers Training Corps. The

link established by this means with the national defense cannot fail to be of large importance to the future of the University.

In the war years, then, Rochester, in a sense, came of age. Its place as a great University was confirmed by its choice as the center of research on the medical aspects of the atomic bomb development under the so-called Manhattan Project, continued in time of peace, under the Atomic Energy Commission, and dealing with the study of atomic energy. Rochester men were present at Bikini, with the experimental explosion of the atomic bomb. Rochester men will play an important part, it cannot be doubted, in the portentous developments of the future in the field of science.

It was not to be expected that developments of such far-reaching importance should take place in the field of the social studies and of the humanities. Yet it may fairly be stated that on this side of the account, too, there has been substantial progress. The over-all picture, were we to examine it in detail, would reveal a very considerable strengthening of areas of great importance, very large advances in the development of the University Library, and though it is not within the province of this analysis to consider the matter in detail, significant advances in graduate study and in the work of the University School. It would be absurd to maintain that there is not further progress to be made; but it would be equally unfair to the administration of President Valentine to imagine that no solicitude was shown to move forward in this highly important sector of University life. And it is one of the distinctions of the University of Rochester that there does not exist, and indeed has never existed, that spirit of petty rivalry between the various great groupings of knowledge which are a source of vexation and practical difficulty to more than one college administrator.

Post-war giant cyclotron  
for atomic energy studies



The post-war years have brought further impressive changes particularly at the College for Men. There, the University contributed its share toward meeting the national educational problem, created by the desire of thousands of former service men for university training, by admitting the largest enrollments in the history of the college. Under the far-sighted leadership of Dean Lester O. Wilder and Dean Janet H. Clark, a normal and constantly improved peacetime program of academic work and extracurricular activities was re-established in the College for Men and the College for Women.

The physical appearance of the College at the River Campus was changed by the construction of the first large post-war cyclotron, an impressive Naval Science building, Harkness Hall, a large wing added to the engineering building, recently named Gavett Hall, and the splendid addition to Lattimore Hall which houses research laboratories as well as the editorial staff of the Journal of the American Chemical Society.

It must also be added that the University, in the period which we are considering, became more and more widely known as a place from which other institutions turned to find men distinguished in their fields. Not always, by any means, was Rochester able to keep those who had entered into its service, and the lure of college presidencies was combined with the competition of other universities in weaning away some of our finest scholars and administrators. But to say this is only to say that this young institution, whose major developments hardly span more than a quarter century, is not yet in quite the same position as more ancient seats of learning. Perhaps it is to say, too, that large as our financial resources have been, they have not been truly adequate to keep pace with the needs of growth.

It was by no means strange that President Valentine, in his report for 1947, urged an addition to endowment on the scale of \$15,000,000, and that he prophesied that even this large sum might not be wholly adequate to meet the demands of the future. The problems ahead are, indeed, many

and complex; and since the only alternative to progress is retrogression, since there is no such thing as standing still, Rochester's second century presents a genuine challenge to all those connected with it and to the community from which it has drawn such generous support.

It is fair to say, however, that never has its administrative set-up been stronger than it is today. Professor Donald W. Gilbert, appointed as Provost in 1948, has amply vindicated the wisdom of his appointment by President Valentine, while Professor J. Edward Hoffmeister has brought to the post of Dean of the College of Arts and Science the most outstanding abilities. Whatever the problems ahead we may be confident that energy and wisdom will be brought to their solution.

Of the history of the University one word more should be said. In the fall of 1948 President Valentine was chosen by Mr. Paul G. Hoffman, the director of the Marshal Plan, to act as administrator of the ECA for the Kingdom of the Netherlands. There could hardly have been a more important area of public service. No student of international politics could fail to note the immense improvement in the economic and political condition of Europe which accompanied the granting of American aid. The threat of Communism was not only checked, but actually pushed back in that part of the world where Russian control would constitute the most serious menace to the security interests, no less than to the prosperity of the United States; and in the days to come it cannot fail to be a source of pride to the University that, through its president, it played a notable part in this high enterprise.

Service in war is a great thing; but the service of peace is a still greater thing, never dissociated, we must as realists concede, from the problems of national defense, but seeking positive objectives which will challenge the temper of America for a long time to come. May the University of Rochester, in its second century, fortified by the wisdom and experience of the past, continue to go forward in these beneficent and vital tasks.

President Valentine chosen ECA Chief, the Netherlands



Paul Hoffman and Dutch envoy join in tribute to Valentine





Susan B. Anthony

## *The College for Women, 1900-1950*

By JANET H. CLARK

**T**HE VOTE of the Board of Trustees to permit women to enroll at the University of Rochester may have ruffled the masculine calm of the Prince Street Campus, but it did not create a women's college. Neither did the unstinted energy of the women's committee which solicited funds to meet the trustees demands nor the generous pledge of her life insurance by Susan B. Anthony make a college.

The College for Women grew slowly, taking on new aspects with the passing years. Women first entered the University on sufferance, tolerated but not loved, and faced the problem of winning their way. They began by accepting the men's curriculum and the simple challenge of working along with them. There were no concessions, no favors, and very little cordiality.

But as one of the Adams in this shattered paradise put it, the gracious modesty of the 33 women who enrolled in 1900 won the men to accept co-education. The women were able, hard-working, and delighted to study with men like Professor Forbes or Professor Morey and Professor Burton. "They taught us that the world of knowledge was endless and they inspired us to pursue it." For all their dignity and brusqueness the professors had

time to talk to the women students, to encourage, and to advise. They even found delight in the curiosity that prompted a woman to study science or Roman law.

The presence of women students met with some opposition from the men. Certainly some of the hostility on both sides was synthetic; it was the fashion of the hour—a fashion which slipped away almost without one's knowing it. Stamping on the floor when women entered the class room was the male equivalent of a tempest in a tea pot, only to end in final calm and surrender.

The stroke of the pen which permitted women to enter was as simple as the opening of Pandora's box and the results as complicated. Women must have a room to sit in. A plain, not too large room furnished with three or four chairs served their wants at first. But one small room cannot be called adequate housing for a steadily increasing group of women. By 1910 there were 134 women enrolled in the University of Rochester and some further recognition had to be taken of them and of their needs. The physical plant was inadequate; the social life of their own making; only the faculty was satisfactory, and no university lives by faculty alone.



Annette G. Munro, first Dean of Women

Serious and hard working, these first women had shown themselves to be good students. The faculty in the early years was close to the student body. There was Raymond Dexter Havens with his deliciously shocking pyrotechnics; Dr. Slater with his quiet humor, wide knowledge, and penetrating judgment; Professor Shedd, overflowing with love of people and causes; Professor Burton, brilliant sardonic, scholarly; Dr. Kendrick, loving the golden mean; Professor Morey, masterful in summary and sometimes brutally ironic; Professor Gilmore, sweet old man training students to better diction on "Give me three grains of corn, mother, only three grains of corn"; Dr. Gale, patient and kindly with the stupid; Dr. Forbes, the courteous autocrat of philosophy class; Dr. Latimore welcoming women to his laboratory. No roster is complete without Dr. Denio, a charming little woman lugging copies from a meager art collection and conducting pilgrimages to homes in Rochester which her influence opened to the art classes.

Three of the eight women graduated in the class of 1903 were elected to Phi Beta Kappa. They were women of initiative as one might expect. For the social life they needed they established as early as 1903 the first local sororities. A group of women, *Dramatis Filiae*, formed the first stagers and produced in 1901 *Love's Labours Lost*. By 1913 the drama club was permitted to use the men's gymnasium for its performances. But a presidential ruling prevented a young lady from appearing in masculine attire. And the tuxedo which the leading man, Margaret Neary, expected to wear was changed to knee breeches on one occasion and on others, trousers were replaced by modest skirts.



Dean Munro when she retired in 1930

The women were independent and if restive under some of the snubs, they were good humored and ingenious and worked indefatigably to establish their own traditions. But some problems were too difficult and they welcomed with enthusiasm the arrival in 1909-10 of the Dean of Women, Annette Gardner Munro. Here was someone to represent these women before the administration, to aid, to comfort, and to advise.

Dean Munro was a woman of courage, patience, and understanding. In some respects her quiet warnings and concerns seemed over-genteel and yet this same quiet spirit enabled many a girl to stay in college and to adjust to the class room difficulties which she could not have met unaided. One of her students wrote at the time of Dean Munro's retirement, "Most of us were candidates for a degree but she thought of all of us as candidates for an education." As living proof that a woman could be educated and remain feminine, she was an essential factor in creating out of a feeling of tolerance for women an acceptance of their presence with pride.

Two years after her arrival, 12 years after women were first admitted, the Board of Trustees voted to create within the University a College for Men and a College for Women as soon as feasible. And in 1914 Catharine Strong Hall and Anthony Memorial Hall were opened to enable the women to have classes separate from the men in the first two years. As President Rhees remarked, "While experience indicated that intellectual abilities have no sex division, the tendency of women to develop social interests and group activities quite apart from the men seemed to indicate that the two groups of students should be considered as distinct."



Commencement time in early 1900's—women graduates and well-wishers

In some ironic way wars have been of service to women's education. No sooner were the women established in their new quarters than the First World War broke out and the women maintained a pattern of education unbroken for the University when the men went into service. During these years from 1914-1918 the group of women in the University was unusually alive, intelligent, and forceful. It is from them that the University drew its first women instructors and assistant professors. It is easy to imagine now the trepidation with which Angeline LoGrasso, an instructor in Romance languages, a graduate of the class of 1917, went to her first faculty meeting, guided and protected by Dean Munro.

In the years between 1912 and the retirement of Dean Munro in 1930 one can see steady growth along the lines which were evident in the very beginnings of women's education at Rochester. The independent spirit and sense of responsibility for their own lives which characterized the first women students continued to grow. The classes in the '20's showed some of the gaiety and glamor which marked those roaring years in our civilization, but even so their behavior was guided by the

spirit of a gentlewoman, Dean Munro. Scott Fitzgerald's novels may describe the era of the beautiful and the damned for future historians, but in most women's colleges the students were innocent, protected, and their rebellious deeds of daring not very disastrous.

During this period the activities of the women increased. Kaleidoscope, inaugurated in 1911, became the traditional means of earning money for the annual summer conference of the Y.W.C.A. at Silver Bay. More serious plays—*Prunella*, *Six Who Pass While the Lentils Boil*, *The School for Scandal*—were products of an active dramatic society. The girls had their own year book, *Croceus*, as early as 1910 and later a monthly literary magazine, *The Cloister*. *The Cloister Window*, a weekly newspaper, forerunner of *The Tower Times*, was started in 1926 by Margaret Frawley, editor that year of both publications. There was a glee club and an active athletic association. With the building of Anthony Memorial Hall physical education and athletics became increasingly important in the life of the women students. Miss Spurrer came to the University in 1922 as Director of Physical Education for women and Miss Wilbra-

Anthony Hall, women's first social building



Catharine Strong Hall—separate classrooms





1917 Class Day, Anthony Hall

ham, one of our own alumnae, joined her staff in 1927. From that day to this they have worked as an indefatigable team to promote the health, welfare, and happiness of the students. Between 1914 and 1934 Anthony Hall was the social center of the college. There was a cafeteria in the basement, a student publications office on the first floor and a senior lounge and Alumnae Office upstairs. Here there were dances, parties and college suppers as well as basketball games and examinations. To all these varied activities the Department of Physical Education gave enthusiastic support and guidance.

In the report of President Rhee for 1921-22 the future was clearly outlined. The College for Men would be moved to Oak Hill. "The Women's College will profit by this opportunity for independent growth. Since the admission of women students in 1900, men and women have maintained a separate student life. Since the completion of the Strong and Anthony buildings in 1913, we have taught men and women in separate classes in near-

ly all fundamental subjects. The next step will secure for us two co-ordinate colleges—one for men at Oak Hill and one for women at our present campus."

That commencement was prophetic of the changing order in many respects. Members of the class of '27 in the Campus Day parade carried a large papier-mâché cow and parodied the college song, "The Dandelion Yellow":

First they took the cows away  
 To build a home for knowledge  
 And now they take the boys away  
 For a better women's college!

It was at this 1930 commencement that Dean Munro retired and handed her problems as well as her joys to a young, dark-haired woman, Helen Dalton Bragdon. A graduate of Mount Holyoke, she was well aware of the many essential elements which make a women's college a separate entity, and with her enthusiastic faith in women she was able to help the students accept the responsibilities which this new gift of independence offered.

Munro Hall (1939) gave women a fine dormitory





Cutler Union provided splendid social center



Moving-Up ceremony, Memorial Art Gallery steps



The May Queen and her court

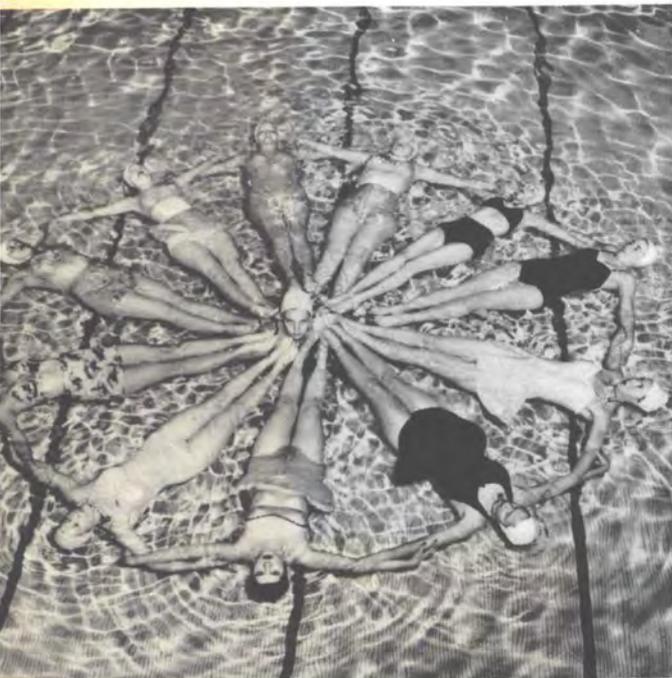


Kaleidoscope, begun in 1911, still a lively student romp



Outing Club on skiing trip

Annual water ballet at River Campus



Fine arts class, Memorial Art Gallery



Change was all about. Special attention was given to the counseling of women students by the appointment of Isabel Wallace, alumna of Rochester with a doctor's degree from the University of Chicago, as vocational counselor in 1929. In 1932 she also became freshman adviser and later counselor on admissions. In this three-fold capacity she became a tower of strength to the college. In 1933-34 Mr. Cutler's magnificent gift of the Union was opened for the women and its new head, Miss Ruth Merrill, took charge. Aply trained by her work as assistant dean at Radcliffe, a disciplined scholar from Minnesota, Miss Merrill made Cutler Union the center of student life. From that day on she has been a fine and deeply appreciated influence in the student body. These three unusual women, coming at almost the same moment, sharing the same ideals and ambitions for the college, worked harmoniously to develop the structure of the college as a separate unit in the University.

Aware that many excellent girls were unable to attend the University unless they could help themselves by some remunerative work, Miss Wallace urged the opening of a co-operative dormitory. Kendrick Hall, the first co-operative house, developed most successfully under the direction of Miss Wilbraham. On the basis of this experiment three other co-operatives were planned, opened and run by Miss Wilbraham, and later directed by Miss Merrill. The increased number of women students necessitated the loan of Stephen Foster Hall in the Eastman dormitories until the new dormitory, Munro Hall, was built in 1939. By 1937 there were 483 girls enrolled in the College for Women. The greater number of dormitory students gave a nucleus of girls who looked upon the campus as their home. This proved to be another step in building the essential unity of the College.

Other elements played their part in the years

between 1930 and 1938. The five-year nursing program was introduced. The Delaware plan which permitted students to spend their junior year abroad was accepted, supported by Professor Alfreda Hill of the Romance Language Department. The Dean's Fund was established by the alumnae to aid needy students. Women graduates came back to teach and some remained to serve as valuable members of the University faculty, such as Professor Ethel French and Professor Virginia Moscrip. Sibley Library continued its indispensable service under Miss Withington and Marian Allen of the class of 1925.

The traditions which had been established during the '20's and earlier continued and others were added. Kaleidoscopes were more ambitious, formal dances more numerous, Campus Day cleverer and Moving Up Day lovelier with every spring. But most important during this period was the development of Cutler Union and the Students' Association.

When the two colleges separated in 1930 the governing body in the College for Women was a Student-Faculty Council patterned on the men's Board of Control. In 1935, however, the governing body was revised combining the Student-Faculty Council and the Students' Association Board. Under an elected student president this Student Association now assumes full responsibility for supervision of all student activity. An unusual responsibility in the handling of all student activity funds is entrusted to an elected student bursar assisted by a budget committee. Planned as the focal point of student life Cutler Union integrated its efforts with the Students' Association Board and has become a student union which is unique in its relationship to student government. This has fulfilled President Rhees's statement that women would profit by the independent growth of their college on the Prince Street Campus.

The Men's and Women's Deans





Frosh bone up on rules

Open house dance, highlight of intercampus social life

At the same time it was evident that the relationship between the two colleges for men and women was constantly improving. Departmental clubs and the dramatic societies were composed of students from both campuses. A glance through an undergraduate scrapbook of the 1930's shows a familiar and happy tangle of dance programs, newspaper pictures of parties, football games and heroes, hikes, basketball, tennis, and May Queens: the normal world of the college girl.

In 1938 Dean Bragdon resigned to become dean of Hood College and later president of Lake Erie College for Women. The new president of the University of Rochester, Alan Valentine, appointed as Dean of the College for Women and professor in the Division of Biological Sciences, Janet Howell Clark, a graduate of Bryn Mawr College and the Johns Hopkins University, a scientist and for many years a professor on the Hopkins faculty. Primarily interested in the academic problems of the college she found that President Rhees's conception of separate classes for men and women was far from being a fact.

It was necessary for women students to go to the River Campus for most of their advanced work, a time-consuming, exhausting and aggravating business. Realizing that the College for Women could not be a real college until it had a curriculum of its own, she devoted her energy to securing an independent curriculum for the women, aided by the sympathetic support of President Valentine. During the war this dream became a reality. Since the return to a peacetime program much of the gain has been kept although the most advanced courses in science are still given only on the River Campus. This handicap for the science majors is offset by many advantages such as the opportunity for major and elective work at the Eastman School of Music, the well-integrated five-year nursing

program, and the advantages of the Memorial Art Gallery so that today the College for Women offers opportunities comparable with the other coordinate women's colleges and with the independent women's colleges as well.

The academic year of 1940 opened with the beginning of World War II, but what parents, leaving their freshman daughters on the quiet campus on a sunny September day with the checkered shade of the elm trees flickering on Anderson's statue and only the cheerful voices of returning students to break the calm, could foresee the changes that 10 years would make in college history as well as in that of the world.

The war put the students of the Women's College almost completely on their own resources. Socially, there were many immediate changes: the men on the River were leaving; new groups appeared, sent by the Marines or the Navy. The whole academic schedule on the River Campus was changed, and while the women pursued the old familiar pattern of classes and courses, new faculty made the familiar seem strange. Many of these new faculty were women teaching only at Prince Street and creating there for the first time a considerable resident faculty devoted entirely to the interests of the women students. Some of them were temporary appointments but in 1950 there are 29 women on the faculty of the College of Arts and Science and one major department, the English Department, has a woman chairman, Professor Kathrine Koller. During the war the River Campus schedule had to meet the needs of the armed services while Prince Street could maintain the humanistic traditions without a break. And a group of about 100 men, students in the liberal arts, took all of their courses except physical education at Prince Street. The girls welcomed them generously into all of the student organiza-

tions including the Y.W.C.A. and they had a representative on the Students' Association Board. So that for a time Prince Street became co-educational again.

Just before the war the Honors seminar system had been introduced and at first had been more popular among the men, but during the war the girls took hold and discovered their own intellectual potentialities. When the war was over and the River Campus returned to a normal schedule the Honors system was well established and as the men joined it they found in this advanced work a common bond with the women students.

The composition of the College for Women changed too. Before 1940 one half to three quarters of the entering class were from Rochester; in 1950 one-fourth to one-third are from the city. This increase in the out-of-town enrollment was brought about by President Valentine's establishment of a generous number of large scholarships to attract students from a distance. This led to an expansion in dormitory facilities.

Munro Hall, built in 1939, was designed by President and Mrs. Valentine to give the Prince Street campus a dormitory second to none in the country. Quickly filling Munro Hall the expanding student body needed more space, so Carnegie Dormitory and Cutler Dormitory were set up as war-time emergencies which should not be continued too long. Contacts with students from many places, even many foreign lands, brought new stimulation. The women now face the world, not a

single community. Their lives are enriched and broadened by wider contacts with other cultures and other people, and a sense of wider responsibilities.

During President Valentine's administration these contacts have been strengthened by a series of great conferences. The New Frontiers (1940) presented the opportunities of American business. The Conference on the United Nations in the Pacific (November, 1943), promoted a broader understanding of the Pacific area. The Conference on Latin America (January, 1943) emphasized the common ideals of the western hemisphere nations. The Humanities Conference (1946) was a study of the place of humanistic values in our present civilization and the Conference on Human Rights (1950) laid before the students the problems of the political, social and economic rights and responsibilities which a free individual possesses and must defend.

These conferences were for the entire University and men and women alike were brought into close contact with leaders in academic, political social and economic life. In many departments too, students are repeatedly given opportunities to hear the best professors in the United States. Such meetings as the conferences on English and American literature and the colloquia held weekly by all the scientific departments offer new frontiers to the women as well as the men.

When women were first permitted to enroll in the University of Rochester they faced indifference

Old Anderson as it looks today

Scores of alumnae served in World War II





Waiting to leave for freshman camp

and sometimes hostility. This attitude was in part a fashion of the time and changed like all fashions. Today the woman undergraduate cannot understand the old sense of being snubbed and unwanted. She has her place in the world as the equal and the companion, sometimes the wife, of the man. She works with him, argues with him, and plays with him and knows that she must share with him the responsibilities of this world they never made.

With the end of the war came a desire of the students for more intercampus organization. The men and women now have a joint year book. The Intercampus Council discusses problems affecting all campuses. Every school of the University sends its delegate to the National Students' Association meetings where they discuss student interests and problems in a nation wide group. All-University Chapel brings together students from the Arts College, the Music School, the Medical School, the Nursing School and is evidence of a sustained religious interest in the student body as a whole.

In addition to the influence of deans and faculty the students of the College for Women owe much to the interest of Mrs. Rhees and Mrs. Hoening who came to all of the student events in the early days; to Mrs. Sibley who acted for several years as adviser to the Y.W.C.A.; to Mrs. Danforth and Mrs. Fry who served so effectively on the Advisory Board of the College for Women; to Mrs. Valentine whose senior receptions at Eastman House gave a crowning touch to the four years of college.

And, no account of the College for Women can be complete without mention of the steady growth of the Alumnae Association especially during recent years. Beginning with a small office in Anthony Hall they still had only a part-time secretary in 1940. But long before 1950 the activities and support of the alumnae had become so vital and so essential to the welfare of the college that a full time Alumnae secretary was appointed with adequate office space and a growing office staff. Helen Ancona Bergeson, '38 and Janet Phillips,

'40, have developed the work of the Association far beyond the management of delightful Commencement dinners and the raising of the annual Alumnae Fund. There are 15 active Alumnae Chapters from Boston to San Francisco. At least 10 of these send representatives to the Annual Alumnae Council on the campus and give efficient help to the Admissions Committee by interviewing and entertaining sub-freshmen. The loyal support of the alumnae is one of the most important assets of the College for Women.

The quiet campus of 1900 is no more. Prince Street remains but the iron gates are open, the campus is crowded and overflowing with students, not only the 650 enrolled in the College for Women, but the thousands from University School who take over the class rooms in the evening. And Cutler Union serves not only student organizations but a wide variety of educational groups in the city who profit like the student from its efficient organization and its hospitable charm.

No one can predict the future, but everyone can dream dreams. In retrospect the student at the College for Women may look back and see the fulfillment of the dream of others. Women permitted to enter the University; women granted a college of their own, and women making it a living thing, not a charter on paper; from 33 students to 650 with loyal alumnae numbering in the thousands. Into the creation of this body have gone the quality of the students, the leadership of distinguished Presidents, able deans and a scholarly faculty. New dreams, new visions of a college for women must continue in order that the classes of the next 50 years may look back as we do now and say as we say, "well done".

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(Grateful acknowledgment is due to Mrs. Jennie Stolbrand who helped to create the picture of the early years and to Dr. Kathrine Koller who wrote the first draft of the article but did not wish to be named as co-author. To her, however, is due any felicitous turn of phrase found therein. *Janet H. Clark.*)





Eastman Theatre and air view of Eastman School

## *The Eastman School of Music, 1921-1950*

By CHARLES RIKER

GEORGE EASTMAN'S interest in the University of Rochester, not only as a civic enterprise, but as a potential force in American education, his personal need for music, and his awareness that others might share that need, led him in 1918 to suggest to President Rush Rhees that a school of music within the University of Rochester would be both desirable and appropriate. This was not a new idea to President Rhees; for at least 14 years he had nursed such a hope. But in George Eastman, President Rhees had found a man quick and capable to act, far-sighted and wise. Although George Eastman gave approximately 20 million dollars in creating the Eastman School of Music, his gifts are not so easily summarized. For five years he delivered himself body and soul to the undertaking, and in doing so endowed the School with an integrity which was largely to determine its future.

It was characteristic of George Eastman that, rather than destroy what already existed and begin anew, he chose to buy the property and corporate rights of the Institute of Musical Art, founded five years earlier by Alf Klingenberg and Herman Dossenbach, and to build upon what had already been accomplished. But this was not enough. In 1919 he purchased a site for a new

building and provided funds necessary for its construction and for the endowment of the School.

Later, to provide for increasing needs, Mr. Eastman added a five-story annex to the Eastman Theatre, three connecting dormitories for women, and a 10-story annex to the School. George Eastman loved to build, and all these buildings had his closest personal attention in their planning and execution. His eye for detail, his interest in the simplest point, as well as in the great over-all design, have stamped the buildings of the Eastman School of Music with the hallmark of the personality and generosity of a great man.

In accordance with Mr. Eastman's desires, the original structure was divided, but under one roof, into a school for the training of both professional and amateur students of music, and a theatre for developing the appreciation of music among Rochesterians and for "the enrichment of community life." Both have notably fulfilled Mr. Eastman's hopes. From the more than 1,000 special and preparatory students in Rochester of all ages who study each year at the Eastman School to the graduate students working for advanced degrees, the School is serving talented youngsters of the community, the nation, and many foreign countries. The Eastman Theatre, with its full annual series



Eastman School Dormitory, cornerstone laying, 1925



Ivied cloister adds to beauty of dormitory in later years

of concerts, ballet and opera performances, children's plays, and kindred events, provides Rochesterians of all walks of life and varying tastes with music to their liking. In addition to all this, the Eastman School Symphony Orchestras, the Eastman School Band, and Chorus, are heard frequently in public concerts.

Naturally interested in motion pictures, Mr. Eastman felt strongly that they could be used to help the public become acquainted with good music, and to develop and subsidize symphonic music. Under the initial policy of the Eastman Theatre, a full-sized symphony orchestra was maintained to accompany the showing of motion pictures and a stage entertainment produced and staged by the theatre's own company. Many recall the deep pleasure they derived from these performances, which combined fine music, diverting films, and handsomely-staged entertainment enhanced by the magnificent setting of the theatre, which seats 3,300 persons and is one of the most beautiful concert halls in the world.

It became clear, however, that this policy could not be continued except at large financial loss. Paramount-Publix took over the operation of the theatre in 1928, but even with its expert showmanship and popular entertainment it was unable to make the enterprise financially successful, and abandoned the project in 1931.

Mr. Eastman's basic purpose of giving Rochester symphonic music was none the less realized, for as a direct result of this experiment, the Rochester Philharmonic Orchestra was formed in 1923. Now one of the country's major symphony orchestras, the Philharmonic is supported by contributions of the people of Rochester and vicinity

through the Civic Music Association, along with annual concerts by distinguished, world-famous visiting artists, performances by the Metropolitan Opera Company, the Boston Symphony Orchestra and other great musical organizations.

The University of Rochester's part in the city's development as a world center of music is a considerable one. The Philharmonic and Civic Orchestras are comprised for the most part of players from the Eastman School faculty and student ranks. The Eastman Theatre, in which the concerts are given, is an integral part of the School of Music. In addition, the University contributes \$50,000 annually to the Civic Music Association.

Kilbourn Hall, named in memory of Maria Kilbourn Eastman, Mr. Eastman's mother, is another of the Music School's great assets. In this exquisite, panelled, Renaissance-style hall, cham-

Dr. Howard Hanson in Rome in 1923



Exterior view of Kilbourn Hall,  
showing Renaissance architecture



Student concerto performance  
in exquisitely paneled hall



Grand staircase in Music School



Curtain time—audience arriving;  
concerts are given nearly all year



Main corridor. Kilbourn Hall, showing architectural detail

ber music concerts, and recitals by students and faculty members, most of them open to the public, add to Rochester's rich musical fare.

The Eastman School of Music contributes substantially to the Hochstein Memorial Music School in Hoeltzer Street, a settlement project which gives music instruction to children of limited means, and affords opportunity for advanced students of the Eastman School to gain teaching experience. The Eastman School underwrites the cost of instruction at the Hochstein School to the extent of four thousand dollars a year.

The Eastman School, under the direction of Alf Klingenberg, opened its doors in 1921. Its faculty included distinguished musicians from America and Europe. But it was a young school, pioneering in a field which was undeveloped in its natural resources, and settled by a faculty whose ideology was reminiscently and perhaps nostalgically European. One recalls Chopin's penetrating remark in a letter to Delfina Potocka, "A nation which reaches out for foreign art—because it is supposed to be better—will never see its own soul." Had it not been for Howard Hanson, its second director, the Eastman School of Music might never have seen its own soul. Howard Hanson, American born and American educated, with a three-year experience as a Fellow of the American Academy in

Rome, was to mould the Eastman School into an institution whose philosophy and practice of education would be more in accord with American ideas of education—specifically, music education in its broadest aspects. Under his leadership, the School has become a school of real university status, devoted to the objective of making its students aware of what more nearly amounts to the whole of music and to the humanities of which music is one part.

It was fortunate for the Eastman School that another Rochesterian—Mr. Hiram W. Sibley—shared Mr. Eastman's interest in music. Mr. Sibley had already given the University of Rochester a collection of music and books about music. After the completion of the new Eastman building, this collection was brought to the Eastman School to become the Sibley Music Library. Mr. Sibley continued his support by contributing well over \$75,000 for the acquisition of many rare works. His gifts and the very generous appropriations from Eastman School funds have made the Sibley Music Library eminent among music libraries. In 1949 it contained more than 61,000 volumes. The development of the Library reflects that of the School of which it is an integral part. It is, therefore, strong in its works of musical theory and history, the complete and authorita-



Eastman Theatre, seating 3,300, is nationally known music auditorium



Huge crystal chandelier sheds shimmering beauty



Symbolic murals by noted artist, Ezra Winter, portray the history of music through the ages

tive editions of the great composers, historical anthologies, incunabula, holograph scores, orchestral scores, chamber music, instrumental music, and folk songs. But it has also expanded by acquiring works in related fields: general philosophy, aesthetics, psychology, history, fiction, poetry, and the other fine arts.

On January 16, 1950, the Eastman School Senior Symphony Orchestra gave two complete performances of Stravinsky's *Sacre de Printemps*. This tremendous work, calling for large orchestra and experienced musicianship, received its student world premiere in the Eastman Theatre. This is doubly significant: not only is it concrete evidence of what the Eastman School is now capable of doing, but also of what in 29 years it has done. The first student orchestra of only 28 players was no less serious in its study of orchestral literature, although its aims would have been more humble. With the coming of more and more students to the departments of the orchestral instruments, that first small ensemble has now grown into three large orchestras, a symphonic band, and a little symphony. The repertory of all these groups has included contemporary works as well as the standard ones of the past so that membership in these organizations has given many students a first-hand knowledge of a rich musical literature as well as an invaluable experience in performance. Now graduates of the Eastman School of Music are to be found in every symphony orchestra in the United States, and at least 35 occupy

first desks. Supplementing these studies in the larger orchestral forms is the work done in the smaller ensembles. The Kilbourn and Gordon Quartets, both by precept and example, have given students inspired training in chamber music. In the field of choral music, growth and expansion may be noted. The Eastman Chorus with the assistance and co-operation of the orchestras has a distinguished list of performances to its credit. And in the smaller forms, the Madrigal Singers and the Eastman School Choir have achieved a no less important success. Again, the expanding ideology of the School has required a strenuous concentration of the student in his own field and with this an awareness of the wholeness of musical knowledge—past and present.

Another exciting venture of the gay and wonderful early years of the Eastman School was the organization of the American Opera Company, formed of professionals headed by Vladimir Rosing, and backed by Mr. Eastman. Associated in it were Rouben Mamoulian, who later became a leading stage and motion picture producer, Marion Weed, of the Metropolitan Opera Company, Helen Oelheim, George Fleming Houston, Emanuel Balaban, and other notables. It met with marked success for four years, and in 1927, through the keen interest of the Theatre Guild of New York, gave its metropolitan debut in the Guild Theatre, where it scored a triumph. Unhappily, the company fell a musical victim to the depression and disbanded in 1930.



Eastman School of Music Symphony Orchestra and Chorus on stage of Eastman Theatre



Eastman School chorus holds rehearsal in Kilbourn Hall

Smaller ensemble experience is provided in chamber music



Operetta performance is given by students in the opera-workshop



Eastman School ensembles include three orchestras, symphonic band, and choir



This group of ebullient artists, combined with the School of Dramatic Action instituted in 1925 at the Eastman Theatre in affiliation with the Eastman School, gave color, vitality, and élan to the new music center. It brought a somewhat unconventional but altogether delightful colony of musicians, dancers, singers, maestros, and producers to the city, which was not prepared by anything in its past experience for this new and rather bohemian element. Martha Graham, noted dance teacher and performer, came to Rochester to instruct and to supervise the performances of ballet in the Eastman Theatre. The School of Dramatic Action, like the American Opera Company, suc-

cumbed after some years to the exigencies of the times. Since then work in the dance has continued in the performances of ballet, at the annual Festivals of American Music, and in the courses in modern dance given at the Eastman School.

The American Opera Company left behind it a residue which was to develop into a department of more truly collegiate status. This came, more and more, to ally itself with the other departments of the School. In 1947 it realized its long-time dream in becoming an opera-workshop. Now, students are introduced to opera not merely as the interpretation of roles, but as operatic productions. The department aims to give its students a



Children begin early in Preparatory Department



Violin student in practice room

sound understanding of opera in all its completeness: experience in direction, production, scenic design and construction, and performance. The opera department has always maintained its commitment to opera in English, and even after 29 years still finds itself a pioneer for opera in the mother tongue.

The School, as originally devised, offered instruction to students in two divisions: preparatory and collegiate. In 1926, a further step was taken in giving full musical training by the establishment of a graduate department. This division, a part of the Graduate School of the University of Rochester, originally offered work only in the field of composition, leading to the degrees of Master of Arts in Music and Master of Music. The department was soon expanded to include musicology, theory, music education, and music literature. In addition to the two master's degrees, the Doctor of Philosophy degree is now awarded in the fields of composition, theory, musicology, and music ed-

ucation. Among graduate schools, the Eastman School has, in at least one respect, stood almost alone. From its beginning, the School has encouraged creative writing. In the field of composition, it is committed to the policy of allowing an original composition instead of the usual dissertation.

The department of theory is the heart of any good music school. Its work in developing the student's basic musicianship, powers of analysis and synthesis, is of primary importance. It affects vitally every other department of the school. The work done at the Eastman School in the department of theory has been noteworthy. Modesty should not prevent the factual statement that the Eastman School has revolutionized and modernized the whole teaching of basic musicianship. The intensive work in this course of study throughout the four-year course affords the student the necessary background—perhaps one should say *foreground*—to musical understanding. The present system, evolved from years of study

Composers' concerts make school dynamic center of U.S. music





Annual American Music Students Symposium session at Eastman opens with discussion



Dr. Hanson assists composer with score

and experimentation, has proved highly effective and is rapidly finding its way into the curricula of a great many colleges and music schools throughout the country. The results of these successful experiments in pedagogy have been embodied in a series of textbooks written by members of the Eastman School faculty. One may also say that there is scarcely a music department in any college or university in the United States in which there is not at least one Eastman School alumnus. In some instances an entire music faculty is staffed by Eastman graduates. And when to this is added the great number of Eastman men and women who have gone to all parts of the nation in the field of public school music, it is evident that the influence of the Eastman School in American music education has been far-reaching and of great moment.

On May 1, 1925, Dr. Hanson initiated the first of a continuing series of American Composer's Concerts. As a composer, Dr. Hanson was quite aware of the plight of the young American composer, who was denied what was most essential to his own development as a musician—hearing his own works performed by a competent orchestra. The American Composers' Concerts aimed to

remedy this unfortunate situation, and as a result, many of today's leading composers heard their works first performed at the Eastman School. The details of performance have changed over the years, but the project still carries on in the same spirit and with the same intent as 25 years ago. From the beginning, Dr. Hanson has insisted on the right of the serious and responsible composer to hear his music—at least once. Hence, works from all the so-called schools have been given performance, and the impressive list of well over a thousand works of some 500 composers indicates a cross section of contemporary American music. One may say more. The Eastman School of Music has become a dynamic center in the field of music composition. Attracted by its immense resources, students from all over the world have come to the Eastman School for training in creative writing. What these students have learned and put into practice is documented by the many awards, commissions, and prizes which have been given to them. The American Academy at Rome, the American Academy of Arts and Letters, the Guggenheim Foundation, the Koussevitzky Foundation—to mention only four—have honored Eastman alumni in large number. The depart-

ment of composition is, in fact, a School of Composition. Coincident with the beginning of the American Composers' Concerts was the project to make certain of the works performed available by the publication of score and parts. Since 1926 a considerable number of Eastman School Publications have appeared. A natural corollary of the publication project was to make American music available through recordings. In September, 1939, RCA Victor issued the first of a series of recordings of American orchestral music, with Dr. Hanson conducting the Eastman-Rochester Orchestra.

As a part of the University of Rochester, the Eastman School of Music plays an important role in University life. Its many musical activities have done much to enrich the cultural life of the University and to spread its fame throughout the world. The University of Rochester, therefore, regards its school of music with pride. At the same time, the Eastman School is proud of its connection with a great university. Through its close association with the other schools of the University, opportunities and advantages in great variety are offered the Eastman School. Its finances are under expert University management. Its Commencement is the University of Rochester Commencement, and its degrees are University degrees. Students of the Eastman School of Music may elect courses at the College of Arts and Science when those courses are not offered at the Eastman School, just as students of the College may elect courses in music at the Eastman School and may study for the Bachelor and Master of Arts degrees with concentration in music. This arrangement has done much to bring about a happy association among students and faculty of both the School and the College. The School of Medicine and Dentistry, with its immense resources in staff and equipment, makes available to Eastman students, as indeed to all members of the University of Rochester family of schools, the very best in medical attention. The lectures and conferences scheduled by the University are open to all

of the University. The excellent permanent collection and the monthly exhibitions at the Memorial Art Gallery are available to Eastman students who wish to take advantage of the opportunities offered by the University in an allied field. The Sibley Music Library is a part of the University of Rochester library system, and profits immensely by the affiliation. The opportunity of using the great collections of all five libraries is accorded to all University students and faculty. Thus, the Eastman School of Music, as apart of the University of Rochester, has escaped the narrowness of the conservatory and has attained, by its connection with the University of Rochester, the status of a real university school of music.

The Eastman School of Music, though young in years, has already attained a maturity in musical achievement. Its record of the past 29 years shows that it has never remained static in its theory and practice of music education. The changes which have occurred furnish ample evidence that the School has changed when the occasion demanded new approaches and new perceptions. In many instances it has anticipated the new with courage and responsibility. Relations between the past, present, and future in music, as envisioned by the Eastman School, are close in many ways to those in poetry, of which Mr. T. S. Eliot speaks in his essay, *Tradition and the Individual Talent*. To paraphrase and to expand Mr. Eliot, the musician and the school of music must be aware of the musical tradition, but not as something merely handed down or inherited. This tradition must be obtained by great labor, and once secured, includes a perception of the living presence of the past. In coming to grips with the old or, on the other hand, the new work of art, one must be prepared to admit that both are measured by each other. Neither exists alone. The Eastman School, with all its commitments to the new in American music, has also its commitments to the old. One of its larger aims has been to effect a rapprochement of the two.

Dr. Hanson in Paris  
as UNESCO delegate





Main entrance to Strong Memorial Hospital

## *Medical Center, 1925-1950*

By GEORGE H. WHIPPLE, BASIL C. MACLEAN and WALLACE O. FENN

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THE INITIATIVE for the founding of the School of Medicine and Dentistry came from the General Education Board of the Rockefeller Foundation in 1920. After consultations with President Rhees and Mr. George Eastman an agreement was reached whereby the General Education Board offered \$5,000,000 and Mr. Eastman offered \$4,000,000 and guaranteed to raise another \$1,000,000 for the founding of a new medical school in the University. An additional gift of \$1,000,000 was provided for the building of the Strong Memorial Hospital by Mrs. Gertrude Strong Achilles and Mrs. Helen Strong Carter in memory of their parents, Henry Alvah Strong and Helen Griffin Strong.

Dr. George H. Whipple was appointed Dean of the School of Medicine and Dentistry and professor of pathology in 1921 and began at once the discussion of plans for the building with Mr. Eastman, President Rhees and the architects. "Function rather than facade" was the guiding principle. In spite of many criticisms, the wisdom of this policy has been amply demonstrated in the experience of the first 25 years and this simple but practical type of construction has since been copied in this country and abroad.

At the start it was decided to build the School and Hospital under one roof with such close integration that inside the building one could scarcely notice the transition from one to the other. Such a physical arrangement means close co-operation between clinical and pre-clinical departments in research, teaching and the care of patients. Such team play has been an outstanding characteristic of the School and Hospital and a real source of strength to the institution.

Dr. Nathaniel W. Faxon was appointed director of the Hospital in May 1922. Professors to head the various departments were selected during the next two years and all were present in Rochester by the end of 1924 and occupied space in the Research Laboratory. This was the first building constructed and was later turned over for use as an animal house after the main building was ready for occupancy. The cornerstone of the main building was laid on June 14, 1924, and the building itself was gradually occupied by members of the staff in 1925. The Hospital opened its doors on January 4, 1926. The first class of medical students began work in September, 1925, and the formal dedication of the School and Hospital took place on October 25 and 26, 1926.

Cornerstone laying in 1923

The School of Medicine and Dentistry as it appeared in 1925



A vital part of the whole plan of the Medical Center is the Rochester Municipal Hospital. This mutually advantageous co-operation between the City and the University resulted from the wise suggestion of Dr. George W. Goler, the City Health Officer at that time. Under the terms of this contract, the staff of the Strong Memorial Hospital undertakes responsibility for the care of the patients in the Municipal Hospital and in return the clinical material of that hospital is available to the staff and medical students for study. In spite of ample opportunity for disagreements, this contract has been renewed repeatedly and has served as a model for other communities elsewhere. Mr. J. Ward Thompson served as superintendent of the Municipal Hospital until his death in 1933 when he was succeeded by Mr. George J. Dash who in turn retired in 1950. The present superintendent is Mr. William B. Woods.

Another arrangement very similar to the close affiliation with the Rochester Municipal Hospital has been the establishment of the Rochester Health Bureau Laboratory as a part of the Department of Bacteriology and under the direction of the professor of bacteriology. This has given the city the advantage of easy consultation with members of the staff in all departments and has given the School access to a wealth of material for practical study.

The entering class of medical students in 1925 numbered 22. The size of classes graduated increased until it reached its capacity number of 65-68 during the war years. Each year the Admissions Committee selects this number from some 2500 applicants. The choice of students is of the

utmost importance. Ability, health and promise of future development are all given consideration. Scholastic ability is essential to carry through the tough medical training program but everyone realizes how important is the character and personality of the student who as a future successful practitioner must gain the confidence and trust of the sick patient. So far as possible, each promising applicant is given a personal interview by three or four members of the staff prior to acceptance.

It is not generally realized that in most medical schools and hospitals today there are almost as many doctors of medicine taking advanced training as there are students taking the regular medical course. Internes, assistant residents and residents represent a large group in clinical training. Over a four-year period since the war, 247 medical officers, after discharge from the military service, have returned to accept positions as Veteran Post-graduate Fellows in the various departments of the School. In addition, there are research fellows and visiting fellows from other universities and other countries in all parts of the world. Most of these men spend their time in investigative work in the medical sciences and contribute greatly to the intellectual and scientific atmosphere of the institution. Mention should also be made of the 78 medical students who during the last 25 years have interrupted their medical course for one year in order to spend that time in gaining extra experience in one or another of the departments of the school. These student fellows are chiefly engaged in research and usually publish a paper or graduate eventually as Doctor of Medicine

with Honor, because of a thesis written during their extra year. Research in the pre-clinical sciences is carried on also with the aid of men and women who are candidates for the M.S. or Ph.D. degrees. Since the beginning of the school 114 M.S. and 106 Ph.D. degrees have been awarded in this way.

The number of full-time faculty members of the rank of instructor or above in successive five-year intervals, beginning with 1925, were 24, 51, 64, 73, 94, and 100 in 1949-50. The total number of faculty at the present time, including research associates, assistants and fellows full- or part-time, is 555. For the most part, the men chosen originally as department heads have remained in these positions since the beginning. The only new appointments necessary were Dr. Basil C. MacLean as director of the Hospital in 1935, Dr. Mason as professor of anatomy in 1940, Dr. George Packer Berry as professor of bacteriology in 1932, and Dr. Elmer H. Stotz as professor of biochemistry in 1947.

In the early years of the School it was decided to restrict the educational efforts in dentistry to advanced training in dental research. Dental Fellows who come here have already received the degree of D.D.S. elsewhere and they often enroll in one of the pre-clinical departments as candidates for the Ph.D. or M.S. degrees. Since the program was initiated in 1930, there have been 52 such dental research fellows. Of these 11 have received

the Ph.D. degree and 17 the M.S. degree. Among 46 who have left the institution, six have been appointed deans of dental schools and 22 have been appointed to professorial positions. This group as a whole has published 226 research reports. The initial costs of this program were met by a large five-year grant from the Rockefeller Foundation. The contribution which has been made by this program to the field of dentistry is regarded as very significant. The first Dental Fellow was Dr. Basil Bibby who was appointed in 1930. In 1940 he left to become dean of the Dental School at Tufts College but returned in 1947 as professor of dentistry and director of the Eastman Dental Dispensary.

In addition to its other educational activities, the institution operates a school for X-ray technicians under the Department of Radiology and a school for medical illustrators under Mr. Natt C. Jacobs in the Department of Anatomy.

An essential part of any medical research institution is suitable housing for animals which are required in large numbers for teaching, diagnosis or experimental purposes. When the animal house was built it was regarded as unnecessarily large but at the present time it is only half as large as it should be for the needs of the departments. There has always been some difficulty in securing cats and dogs in sufficient numbers. The animals have always been humanely treated and

The vast Medical Center in 1950, showing its proximity to the River Campus, College for Men





Sweden's king presents Nobel Prize to Dean George H. Whipple in 1934

operated on only under anesthetics in strict accordance with established rules. In 1947 the State of New York passed a law which formally legalized animal experimentation and licensed the University to engage in this work. Even with this state license it has not been possible, however, to obtain cats and dogs from the Humane Society which operates the city pound, although thousands of both species are destroyed there every year because no owners can be found for them. It is fortunate that some of the towns in the vicinity of Rochester are more forward-looking and co-operative in this respect.

A health service for students and other personnel of the institution was established in 1934 under Dr. Einar Lie. An important contribution of this group has been in the control of tuberculosis among the students. Previously there was a high incidence of this disease in this as in other schools. By close attention to necessary precautions during autopsies and by vaccination with B.C.G. for all students with negative tuberculin tests and by the routine use of miniature chest films for early detection of lesions, the incidence of this disease now is close to zero. The special work on tuberculosis being a full-time problem by itself, it was carried out first under Dr. Gordon Meade and later by Dr. Ralph F. Jacox.

Another development of some significance for the problem of student health was the construction of the Athletic Building in 1933. This provides facilities for basketball, squash, pool, billiards, ping-pong and other games and serves as well as a social center for students. Together with the tennis courts and the baseball diamond, the recreational facilities are excellent.

The School of Nursing was organized in 1925 under Miss Helen Wood after whom the nurses' dormitory, Helen Wood Hall, is named. Since that time, the School has graduated 1,000 nurses, 579 of whom joined the Nurses Corps during the war. Miss Wood was succeeded in 1931 by Miss Clare Dennison under whose skilled direction this school has greatly increased its scope and activity.

During the war the training of medical students continued on an accelerated program, although many members of the staff were absent in the military service. Of the 1104 students graduated in the years 1929 to 1950, at least 637 held commissions in the armed forces. Of this number, at least 438 entered the service prior to July 25, 1947, others being mostly in the ASTP and Navy V-12 programs. It was fortunate that only four of these died in service. In addition, many of the departments gave up their peace-time research for war research, mostly under contract with the Office of Scientific Research and Development. The many complications in which students and staff were involved due to Selective Service and other government restrictions were managed by Dr. George P. Berry, associate dean and professor of bacteriology. He assisted in the negotiation of contracts for the selection and training of medical students enrolled in the Army or the Navy and after the war made similar arrangements with the Veterans Administration for the training of men and women after discharge from the service. The departure of Dr. Berry to become dean of the Harvard Medical School in 1949 was a great loss to the School.

The hospital was enlarged in May 1941 by the opening of the new Wing Q for private hospital rooms and additional offices. In 1948 Wing R was dedicated for use as a Psychiatric Clinic under the direction of Dr. John Romano. At the same time the former Division of Psychiatry became, under Dr. Romano, the Department of Psychiatry and was given representation on the Advisory Board.

Audiometric unit installed in 1950 aids in overcoming hearing defects



This was a particularly significant development which has very much strengthened the role of the psychiatrist both in the training of medical students and in the care of patients in the hospital. The University is indebted to Mrs. Helen W. Rivas for the gift which constructed this building and maintains the department. It has already enjoyed two years of distinguished service within the institution.

It would be impossible to list, in the space here available, all the other generous gifts from many friends which have so materially aided the progress and development of the School and Hospital. Special mention may, however, be made of the Charles A. Dewey Fund for the Department of Medicine, the Henry C. Buswell Memorial Fund for the Division of Urology, and the funds received in the Department of Medicine from Mr. Ralph Hochstetter which support the Henry C. Buswell and Bertha Hochstetter Buswell Fellowships in the Department. A very valuable gift "for research in the medical sciences" came to the School in 1948 under the will of Mr. Ernest L. Woodward.

A most significant expansion of the School came about during the war as a result of the appointment of Dr. Stafford C. Warren as colonel in charge of the Medical Division of the Manhattan Engineering District which developed the atom bomb. In order to carry out the necessary investigations for the care of personnel working on this project a new laboratory was built on Elmwood Avenue adjacent to the million-volt X-ray laboratory previously erected in 1942 for the examination of large castings for local industries. Here much of the fundamental work was carried out on monitoring devices, tolerance radiation doses, genetic effects of radiation and toxicity of uranium and other substances concerned in the development of the bomb.

In Dr. Warren's absence, this work was in charge of Dr. Andrew Dowdy, his chief assistants being Dr. William F. Bale in Biophysics, Dr. Harold Hodge in Toxicology and Dr. Joe Howland in the Medical Sciences Division. In 1948 Dr. Warren resigned to become dean of the new medical school in Los Angeles and was succeeded by Dr. Andrew Dowdy. When Dr. Dowdy also moved to California a little later, the new laboratory became the Atomic Energy Project and was incorporated in the School of Medicine and Dentistry as the Department of Radiation Biology under the direction of Dr. Henry A. Blair. At the same time Dr. George Ramsey was appointed professor of radiology and head of that department.

In order to house an expanding educational program for the Atomic Energy Commission, a new wing was added to the main building which was ready for use early in 1950. The southern part of the building was constructed with funds granted to Dr. John J. Morton by the U. S. Public Health Service for cancer research. In this new wing some new space has been provided which relieves, to some extent, the pressure for laboratory facilities which had become exceedingly acute. Many departments, however, are still cramped for adequate space and several very important new developments are for that reason impossible for the time being.

The Hospital has been greatly expanded like the rest of the institution and now admits every year over 17,000 in-patients and cares for over 83,000 out-patient visits. In 1948-49 the number of operations performed was 9,096 and the number of babies delivered was 1,799. The hospital has been much assisted in its work by volunteers in the Red Cross Nurses Aide program and the Patients Library and Aide Service as well as 75 men who volunteered their services as orderlies. During the difficult years of the war, the devoted services of these volunteers were particularly val-

School of Nursing  
trains nurses and  
degree candidates





Dean Whipple (right) chatting with guest scientists at the opening of Psychiatric Clinic

Wing R, opened in 1948, soon became known for work in psychiatric training and care



Hartwell Clinic is pioneering in work on cerebral palsy



Ultracentrifuge used for cancer research



Wing erected in 1950 for cancer research, atomic energy center

Scores of medical officers were trained under V-12 (left), and ASTP (below) in accelerated wartime program, 1942-1947



Veteran Postgraduate Fellows returned with wives, children



Temporary quarters were built for married veteran students

uable in supplementing the efforts of the Staff and the nurses to maintain the care of patients at a proper level. Grateful mention should also be made of the work of the Surgical Supplies Aides and the Recreational Craft Aides and the Flower Aides.

The two hospitals together provide 747 beds for patients. The hospital is organized into private or semi-private rooms without any of the usual large open wards. The size of the whole institution can be estimated from the fact that 4,500 meals are served there per day. Subsidiary parts of the organization include a large laundry, purchasing department, pharmacy, blood bank, record room, post office, cashier's office, machine shop, carpenter shop, plumbers' and painters' and electricians' shops, orthopedic shop, occupational therapy, physiotherapy, oxygen therapy, personnel office and kitchen. All the available space is now in use including even some unfurnished parts of the Psychiatric Clinic which have been rented out for the temporary use of other departments for laboratories and offices.

An important addition to the activities of the Hospital is the Edith Hartwell Clinic in LeRoy, 20 miles from Rochester, under the direction of Dr. Plato Schwartz. This is a research center largely

concerned with the treatment and rehabilitation of the neuromuscular disabilities of childhood including cerebral palsy in particular. The clinic is located in a spacious colonial residence in an area of 67 acres given to the University by Mr. and Mrs. Ernest L. Woodward together with money for the remodeling of the building. The clinic is an integral part of the Strong Memorial Hospital and its operation has been made possible through annual grants by the State of New York. The expenses of the majority of the patients are partly defrayed through the State Aid program. In close association with this enterprise is a five-year research program made possible through a large grant from the National Foundation for Infantile Paralysis.

The relations of the Hospital to the community have steadily improved since the doors were first opened. The services of the Out-Patient Department in this connection have already been mentioned. A Post-Graduate Conference and a Practitioners' Clinic were organized with the objective of making newer developments in medicine available to local physicians and graduates. A post-graduate course in ophthalmology has been held almost every summer since 1930 with the co-operation of the Bausch & Lomb Optical Company

with 50 ophthalmologists in attendance in 1949. Four Eastman Memorial Lectures by men of distinction in the medical sciences are held each year to which all physicians in the vicinity are invited. There has been close co-operation between the Medical School and the county and city Medical Societies and several members of the Hospital staff have served as officers of those societies.

The Commonwealth Fund selected Rochester as the site of an experiment in regional planning and donated liberal support for the costs of this project. The purpose is to organize smaller hospitals in the vicinity of Rochester around a University Hospital center from which members of the resident staff go out for short periods of service to the subsidiary centers. The organization makes possible also considerable savings by co-operative purchasing and other such arrangements. The program is carried out under the direction of the Regional Council of which Dr. Albert D. Kaiser is chairman. The results of this experiment are being studied carefully by other hospitals in the country as a model for widespread improvement in hospital organization.

The co-operation between the different hospitals in Rochester has become progressively closer with the passing years and the process was much facilitated by the organization of the Rochester Hospital Council in 1939. Students in the School of Medicine and Dentistry are assigned as clinical clerks for short periods in other hospitals. The Department of Pathology assumes responsibility for autopsies in the Highland Hospital,

Genesee Hospital, Iola Tuberculosis Sanatorium and the Monroe County Infirmiry and did so for a time at the Park Avenue Hospital.

At the request of the Genesee Hospital trustees, particularly close relations were established in 1945 with the Genesee Hospital which has become formally affiliated with the School of Medicine and Dentistry. Members of the staff of the Genesee Hospital are given appointments in the School of Medicine and Dentistry and there is a rotation of resident staff officers between the two hospitals. The Medical Center is deeply appreciative of these opportunities for co-operation and is grateful for the good will in the community which has made this possible.

It seems fair to say that during the first 25 years of operation the School of Medicine and Dentistry and the Strong Memorial Hospital together have become an institution of distinction and merit. For the Hospital this is due to the quality of the patient care which is provided, the accuracy of diagnosis, the success of treatment and the less tangible feeling of confidence, encouragement and reassurance which the patient receives. For the School it is due to the qualities of the graduates who have been turned out and to the volume and merit of some 3800 original contributions to medical science which have been published by members of the staff in scientific journals. In its first quarter century of operation the Medical Center appears to have attained a dignified and respected maturity without having lost the vigor of youth.

General Groves, atom bomb project chief, presenting special citation for UR's work on medical protection



Dean Frank P. Smith



Provost Donald W. Gilbert

## *The Graduate School*

By FRANK P. SMITH and DONALD W. GILBERT

PROFESSOR Emeritus John R. Slater has described the development of graduate work and research at a high qualitative level as the final achievement which transforms a college into a university. Now at the end of its first 100 years, this accomplishment has been realized in the University of Rochester.

From the earliest days, graduate study and research have been among the educational opportunities which this University has sought to provide. An earned Master of Arts degree was awarded by the Trustees in 1851, and from that date onward qualified applicants were accepted for advanced study under members of the faculty. In the early years, however, and indeed until well into this century, graduate students were few and graduate study was informally administered by the Dean of the College of Arts and Science.

The end of the First World War brought a greatly increased demand for higher education everywhere. This was accelerated at Rochester by the opening of the Eastman School of Music and the School of Medicine and Dentistry in the early '20's, and by the growth and increased resources of the College of Arts and Science. The University Council, created by the faculty in 1922 to deal with problems relating to the several schools of

the University, voted in 1924 to request the Board of Trustees to assign to the Council the right to recommend candidates for the degree Doctor of Philosophy. At this meeting Professor Walter R. Bloor announced that three graduate students working in biochemistry had completed a year of study and wished to take the preliminary examination for the doctorate. On motion of the Council, an examining committee was appointed subject to the approval by the Board of Trustees, and the president was requested to appoint a special committee chosen from the various faculties to formulate general rules for the admission of graduate students to candidacy for the Ph.D. degree.

On December 8, 1924, Dean Charles Hoeing, reporting for this committee, presented a set of regulations for the doctorate which at once fixed the standards and established the pattern of study for that degree which have been followed to the present. The committee, consisting of Professors Bloor, Chambers, Havens, and Packard, and Deans Hanson and Whipple, became a standing committee (still known as the Committee on Graduate Studies) to approve each candidacy and to appoint examining committees for the doctorate.

The Committee on Graduate Studies which

was a subcommittee of the University Council until 1942, and which is now the policy making and legislative committee of the Graduate School, has ever since retained the immediate and detailed control of graduate work. The Council recommended its first candidate, Warren Myron Sperry, to the Trustees for the award of the Ph.D. degree in biochemistry in June, 1925. In March, 1927, Dean Hoeing reported that there were then nine candidates for the doctorate, three of whom would complete the requirements by June.



Psychology Department apparatus aids in motion sickness studies

By 1930 seven departments (biochemistry, vital economics, chemistry, psychiatry, bacteriology, biology, and physiology) had been authorized to accept students for study leading to the Ph.D. degree, and graduate students had increased to a number which warranted the creation of a new deanship, the Dean of Graduate Studies with Dean Hoeing as the first incumbent.

In 1928 Dean Hoeing reported to the Council that the number of graduate students working for the master's degree had increased in all schools of the University and that, therefore, the responsibility for them should be transferred from the faculty of the College of Arts and Science to the

University Council and their immediate control to the Standing Committee on Graduate Studies. He further recommended that the Standing Committee be requested to study the whole question of the master's degree and to formulate a set of regulations for that degree for the consideration of the Council. This action was approved, and in December, 1928, the Council adopted the requirements, which, but slightly changed to the present time, have protected the master's degree at this University from the deteriorating influences which have affected its quality and reputation at many other institutions. At the same time, Dean Hoeing reported a total of eight students working for the doctor's degree and 63 for the master's degree.

In the early '30's the list of departments authorized to offer study leading to the doctorate was expanded to include anatomy, music, physics, pathology, geology, French, and mathematics. New members of the faculty with strong research interests were appointed to head several departments. A number of graduate fellowships mainly in the sciences was provided from the General Education Board Fund and the Sherman Clarke Fund in Research Chemistry. The need for assistance in the laboratory instruction of undergraduates led to the authorization of a greater number of graduate assistantships in several departments. These influences, as reported by Dean Chambers, produced a rather rapid growth of graduate study up to the outbreak of the war. Other departments, including psychology and optics, were authorized to offer programs for advanced degrees and one new degree was instituted. The latter was the degree Master of Education approved in 1937 at the suggestion of Professor Earl B. Taylor. Differing from the Master of Arts in education by virtue of the substitution of an independent course and essay for the master's thesis, this degree has met the special needs of students who wish to teach in the secondary schools.

In the year 1937 the Committee on Graduate Studies recommended to the Trustees for advanced degrees, 31 candidates for the degree Master of Arts, 12 for the degree Master of Science, 21 for the degree Master of Music, and 11 for the degree Doctor of Philosophy. In the same year a "Division of Graduate Studies" was created with Dean Victor J. Chambers as administrative head.

The growth of graduate work at the University of Rochester was climaxed in 1941 by the election of the University to membership in the Association of American Universities, a group of about 34 of the nation's leading graduate schools. This connection is a most useful one in keeping the

University in touch with trends in advanced education in other institutions.

In 1942 the importance which graduate study and research had then attained in the University was marked by adopting the name "The Graduate School" to replace the earlier "Division of Graduate Studies." That school, co-ordinate with other schools of the University, is now responsible for the conduct of graduate study throughout the University. Its policy-making body is the Committee

those receiving degrees during the year ending with the 1949 June Commencement:

	Number of Active Students			Degrees
	Master's	Ph.D.	Total	Awarded
1929	84	12	96	34
1939	184	86	270	114
1949	431	245	676	252

This year the University has the largest number of graduate students in its history but we do not



Outstanding facilities for graduate work in chemistry were provided in new research wing of Lattimore Hall, which was completed in 1949

on Graduate Studies, its administrative officer, the Dean of the Graduate School.

Scientific advances, widespread interest in the causes and cures of social dislocation and unrest, and more recently the determination of many men and women in the armed forces to prepare themselves for useful careers by advanced study, have greatly stimulated growth and activity in the field of advanced study and research during the past two decades. The changes in the graduate study body during this period present an interesting picture. The following numbers represent the students actually taking courses or doing research work in residence in the fall semester and

expect nor desire to continue with such numbers. A considerably smaller group in 1950 is expected. On the basis of departmental estimates a total of 550 to 600 is our desirable maximum.

The increasing importance of Ph.D. programs is probably the most significant conclusion to be gleaned from the few figures shown above. By a strange coincidence, the number of students working for the Ph.D has increased 20 times in 20 years while the percentage of Ph.D.'s to the total group has increased from 12 to 36. During the history of the University, a total of 2,423 master's degrees has been awarded, compared with 310 Ph.D.'s.



Dr. Dexter Perkins (center) with group of American history fellows; this exceptional program stresses able teaching, broad understanding

To give a better perspective of the Graduate School, perhaps comparisons should also be made with other schools. The Graduate School is small as schools go these days although admittedly a total of 676 students is impressive when considered by itself. By way of comparison, this School is approximately the size of the School of Higher Studies of Johns Hopkins, one-half the size of the graduate schools of Yale and Cornell, one-fifth that of Ohio State and one-seventh that of the University of Michigan. When considered in these terms, perhaps we have been reasonably efficient in holding down our numbers to a total which can be given highly individualized attention.

The attitude of the Graduate School and departments towards size has been consistent with our approach to undergraduate training. We want to limit ourselves to numbers which can be given a quality brand of training in scholarship and research and a rich understanding of their various fields of study. In practice this means that we can admit new students only in relation to existing plant and personnel facilities and the number of students graduating each year. Prac-

tically all of our departments now have the maximum student body which can be given the type of training we wish to give.

The present graduate group of more than 600 students is distributed among 30 departments. The students are not apportioned evenly among all of these departments but there is a good distribution in relation to the teaching and physical facilities available in each of the 30 fields of study. As a result we have been able, despite the growth of numbers, to hold to our policy of individualized instruction within departments. There are no predetermined programs and schedules of courses which entering students are required to take. Instead each student has a program which is hand-tailored to fit his own particular case and that program is adjusted, as the student proceeds with his studies, to fit the pace at which he works most effectively. Consequently, there is little uniformity in programs and wide ranges in time required even within a single department. One student may finish a Ph.D. in three years while another with a different background may need four or five years.

Great resources of  
University Library  
aid graduate study



There are two factors, aside from student aims, which explain in large part the striking and very important dissimilarities in the course programs and research interests of these students. The first of these factors is the increasing interests of students outside their departments of specialization. This spread of inter-departmental work is given every encouragement and our personalized type of training is well adapted to foster and accommodate such work.

The second factor which has an important bearing on graduate students' activities is the wide range in their undergraduate training. A survey has been made of the students actively at work in the fall of 1948 and again in the fall of 1949 to determine the schools from which they obtained their undergraduate degrees. In each year, one-fourth of the group came from our own undergraduate colleges and the remaining three-fourths from 222 other institutions. In 1948, the highest

number from a single school was 12 from Cornell. Oberlin was second with 10. This year the three highest are Cornell and Oberlin each with 14 and Brooklyn College with 12. We also have a number of students each year from foreign countries and American students who have studied in foreign institutions.

Graduate study, perhaps even more than undergraduate work, is dynamic. New fields become important as areas of specialization for study and research, while other fields cease to interest and attract students. As a result we are constantly changing the type, direction, and emphasis of our graduate goals. Many of these changes are small when considered year by year and are only important in a cumulative sense. Others represent strikingly new programs or approaches. A few examples of the latter type may serve as illustrations.

The principal criticism of graduate schools in recent years has been that the finished graduate

Experiment in botany  
seeks growth secrets



student, particularly at the Ph.D. level, is a specialist in a field of microscopic size with little breadth or vision and without much ability to teach undergraduates. However, most of our Ph. D.'s have had actual teaching experience before completing their work here and the criticism is for this reason not particularly applicable to this Graduate School. New programs have also been developed in two fields, a program in English at the master's level and one in American history at the Ph.D. level, for the student who plans to teach. The American history program is quite exceptional in the sense that each student must complete a rigorous series of lectures and teaching assignments, in addition to the normal course work, and must complete a doctoral thesis which emphasizes breadth and understanding of large areas of thought and world events rather than the usual intricate detail of small events.

Another departure in the very recent years is the graduate course in physics adapted to the large cyclotron. A fine program in physics existed for many years before the last war. Since then the first large post-war cyclotron has been completed on the River Campus. Our graduate program in this field is necessarily somewhat specialized—in the field of nuclear physics—but it is sufficiently broad to include part-time students from industrial plants and laboratories in this area as well as full-time students from this country and many foreign nations.

Another departure from the orthodox is to be

found in the work of the Atomic Energy Project. This project was initiated as a research part of the war-time Manhattan Project but it has been converted to peace-time aims and now is playing a vital part in the research work of the medical departments, particularly in such difficult fields as cancer research. This project carries on simultaneously research work of its own for the Atomic Energy Commission and graduate instruction of both the traditional type of graduate student and trainees sent here by the National Research Council. With the opening of the new wing of the Medical School which houses the Atomic Energy Project this phase of our work will undoubtedly increase and will become a more vital and important part of both the graduate training and practical research that is being carried on in the fields of medical study.

This is a very incomplete picture of graduate work at the University of Rochester but possibly it will serve to convey some idea of the tremendous vitality, scope, and importance of this particular part of the University's work. The Graduate School which has evolved during the past century has attained dignity and stature among the other "greats" of our nation. Our programs are not perfect and our work is not entirely in balance—no graduate school is ever at this point of perfection. But the University of Rochester has made a very fine record of achievement in the field of graduate study in the first century and we expect to do even better in the second.

Demonstration of control panel for 250,000,000-volt cyclotron; apparatus is tremendous asset for graduate students in physics





## *Research:*

### POLICY AND SCOPE

By HENRY C. MEADOW

**I**N common with other leading American universities, the University of Rochester counts research as an integral part of its educational program, in which research and teaching are interdependent and inseparable.

In earlier years, the research interests of the various departments and schools of a university were almost completely separate, and with rare exceptions, even groups with related interests did not attempt to work directly together toward the solution of common problems. It was a leisurely, orderly process, with little compulsion on scholars to project their cloistered laboratory studies in terms of applied technology. The First World War changed this pattern and made clear and permanent the close relationship of academic research and its ultimate practical applications.

The Second World War brought fundamental research almost to a standstill. Most of the knowledge accumulated over the years was converted to technology necessary to win the war. The University of Rochester played a significant part in this conversion. Its staffs were widely scattered—some in the armed services, some in research organizations responsible for various phases of our war program in radar and atomic bomb development, in medicine, chemical warfare, psychology, detection devices, among others. Some faculty members carried on their war research here at the University.

After the war, it was clear that the University, in order to play its proper role in the national welfare, would have to contribute some part of

the new and badly-needed knowledge at a greatly increased rate. At the same time, it was essential to preserve and protect the environment of pure and unhampered research which is essential to a university.

To do this, the University embarked upon a program of sponsored research based on the interests and abilities of its faculties, and designed generally to benefit the University's whole program and objectives. This has resulted in attracting and retaining outstanding men in our scientific departments and in a greatly expanded program of basic research and creative teaching, as well as increasing the facilities and courses both for undergraduate and graduate students.

Funds which made this possible have come largely from outside the University—from government agencies, foundations, and industries. A significant factor in the research program at Rochester is the close relationship that now exists between the various science departments of the College of Arts and Science and the School of Medicine and Dentistry. This makes for an integration of effort which is exceptional.

Research at Rochester is by no means limited to the science departments. In English, history, sociology, languages, psychology, economics and other fields of the liberal arts, research and creative work are at their highest and most vigorous levels in the University's history.

The most sizable areas in which sponsored research is being carried on within the University at the present time are to be found in the Depart-



Army-Navy Cite  
UR Scientists



David Lilienthal,  
AEC, pays tribute

ments of Physics and Chemistry in the College of Arts and Science, and in the atomic energy program at the Medical Center. In physics, the department has constructed, under the leadership of its faculty, a 250 million electron volt synchrocyclotron for the investigation of the composition and characteristics of the nucleus. This cyclotron was constructed with the support of the Office of Naval Research and is being operated with its continuing support, and that of the Atomic Energy Commission. The various interests of the Department of Chemistry in reaction kinetics, adsorption, photochemistry, and the chemistry of naturally occurring substances, have been broadened and strengthened by outside support from such various sponsors as the Celanese Corporation of America, the Office of Naval Research, the Atomic Energy Commission, and the United States Public Health Service.

The atomic energy project, supported by the Atomic Energy Commission and operated in the Medical School, is providing a training center for the country in health-physics, and will continue to provide basic medical and biological information on the effects of radiation and radioactive substances which is so essential for the proper handling and use of these materials.

This whole program, which reaches far beyond the brief description here, offers both an opportunity and a challenge for the future. It is no longer possible either for the University to accept and use outside money on the same basis which it has done in the past, nor is it proper for those who sponsor research work in universities to continue to think of the terms of their sponsorship as they have in the past. No longer is sponsored research a peripheral and a complementary portion of a university's program. Instead, it has come to represent in most large American universities one of the major sources of funds available for expenditure by the faculty.

As much care and consideration must go into the planning of the proper relationship of the University's program of sponsored research to its other activities as in the past has been devoted to any other major portion of its efforts. Unfortunately, as this money comes from outside, the terms and conditions on which it is available for expenditure are not always within the control of the University. True research is intellectual progress which cannot be channeled, guided, or coerced. Above all, one cannot formulate its path in advance or tie it to definite objectives or accomplishments. The project method of research support which is so greatly in vogue now does not seem completely to recognize the truth of these principles. Some mechanism should and must be found by which at least a part of each university's research program may be conducted in an atmosphere of complete and real freedom.

There must be carried on by this University, and by other universities, a continuous educational program by which they may constructively assist the donors of funds for research to understand and appreciate the terms on which the universities can best use this type of support to develop and further their whole program and objectives.



Dr. J. Robert Oppenheimer,  
top physicist, pays visit

Dr. Noyes (right) greets  
noted guest scientists



Central quarters, University School

## *University School:* SERVING COMMUNITY NEEDS By HENRY C. MILLS

**D**URING the first semester of this centennial year, there are 169 members of the faculty of University School—only eight less than the total student body of 177 when “Extension” the forerunner of University School, offered its first courses in 1916. That initial student body is considerably less than the registration in the elementary psychology class for the current semester and highlights the change in stature over the years of what is now University School.

But although more people are involved and the organization and program are necessarily more complex, the fundamental purpose of “Extension” when it was founded by Prentiss Gilbert is still that of University School. That purpose, as stated in the first catalogue, was to afford an opportunity for employed men and women in Rochester to further their education through courses offered by faculty members of the College of Arts and Science in the late afternoon and evening. The courses were designed to meet the needs of students who were interested in reaching vocational and professional objectives as well as those whose primary concern lay in “liberal education of the character and grade of college work.”

From the beginning “Extension,” as it was popularly called, strove to be responsive to community needs for higher education on the part of those who found it impossible to attend the college. At first the student body was composed largely of members of the teaching staff of the Rochester public schools. Gradually more and more of the general public began to be interested and by the early 1930’s teachers were a minority group among the students. Today, with the expanded post-war enrolment, the great majority of the wage-earning groups in the Rochester community are represented in its student population.

Until 1932 “Extension” was under the control of a small committee of the faculty of the College of Arts and Science. However, during the later 1920’s the annual registration began to run well over 1,000 persons each year. This necessitated offering a wider range of courses and for a variety of reasons, among which a growing interest in informal and non-credit courses for adults was important, led to the decision to organize the division as a University undertaking rather than as an “extension” of the College of Arts and Science in the later afternoon and evening hours. This was done under the very able leadership of the

late Earl B. Taylor, '12, director of the Division of University Extension, and continued in effect until 1944 when the present University School was established by action of the Board of Trustees.

"Extension" has always emphasized the offering of college courses which carried credit toward degrees awarded by the College. This is not to say that no non-credit courses were offered. On the contrary many students took work purely for refresher purposes or for cultural advancement or just because they thought the courses might prove interesting. Moreover, in the interest of meeting community needs, many strictly non-credit courses or lecture series were made available to the Rochester public. As a whole, however, the solid core of continuing students was furnished by those who were interested in the credit they earned and hoped to apply it toward a suitable degree.

Prior to 1942, all degrees earned by students in "Extension" were awarded by the College of Arts and Science. For some time before that date, however, careful studies had indicated that the needs of the students and the community might be better met if "Extension" were given the power to offer and administer its own degree program. Accordingly, such a recommendation was made to the Board of Trustees and approved by them in October 1942. The resolution passed authorized "Extension" to offer the degree Bachelor of Science with a major in general studies.

Within two years, on May 13, 1944, one further major step was taken and "Extension", by action of the Board of Trustees, became a new school in the University family with the descriptive title, University School of Liberal and Applied Studies, and Professor Taylor as its first dean. It was empowered to offer such degrees as were necessary to meet the needs of its student body and was made in every respect co-ordinate with other schools of the University. After analysis of its program and the student body the new school sought and obtained from the State Education Department approval to offer two new degrees, Bachelor of Science with a major in business administration and Bachelor of Science with a major in accounting. Shortly thereafter the school was placed on the approved list for the preparation of candidates for the C. P. A. examinations.

Thus by the time World War II ended, University School was ready with an appropriate structure and organization to make its contribution to the higher education of the returning veterans. Since the war its total student population has increased markedly and during the first semester of this year has reached the highest point in its history with over 2,700 students taking advantage of the opportunities offered them for higher

education. Of this number almost one-half are veterans and over 600 are taking a full program of courses. The degree candidates at present are divided almost equally between those who are interested in liberal studies and those who are specifically preparing for a vocation through the study of business administration or accounting. In June 1949, 66 graduates received degrees and in the coming June the number is expected to be much larger.

Not all students in University School, of course, as stated above, are degree candidates. Many take a specific course to meet a particular need. Others are not interested in credit and attend special lecture series which are aimed at a particular group. Recently with the collaboration of the Association of Rochester Scientists a series of lectures on new developments in science was given and, in co-operation with the Real Estate Board of Rochester, a short course of lectures covering the real estate business was offered. Not too much in this area is now being done, since the pressure for credit courses and degrees is almost overwhelming. Nevertheless, there is always a willingness to co-operate with interested groups and to offer any type of course or lecture series for which there is a strong demand. As the pressure of the veterans and degree candidates diminishes more in this field will be undertaken.

University School then enters the second century of the University of Rochester with a sound structure and a philosophy which stresses meeting the needs of the Rochester community for higher education in the late afternoon and evening hours. Interesting possibilities lie ahead, for in an ever increasingly complex society such as this the need for continuing education for adults is evident. It is the hope and belief of everyone concerned that University School will prove equal to the challenge.

Evening class in sociology studies problems of family life in America





Business leaders, University heads join for studies

## THE FUTURE: *New Challenges, New Needs*

By M. HERBERT EISENHART

**I**N celebrating 100 years of educational service, the University regards with pride its record of achievement, built upon sound and well-established basic characteristics laid by its founders.

But complacency has no part in that satisfaction. The University's past and present accomplishments merit the highest recognition, but only as they point the way to its continuing progress. It is the future that challenges Rochester, a future that presents opportunities of unique distinction among American universities and of still wider community and national service. It calls for great courage, vision, and vigor, and for wisdom and faith.

The Greater University envisioned by President Rhees, George Eastman, and other great Rochester benefactors, by alumni and alumnae, and citizens of Rochester in the triumphant fund drive of 1924, is now a dynamic reality. It fulfills Mr. Eastman's hope that Rochester would become "one of the outstanding universities of the country . . . not one of the largest, but one of the highest rank in all fields which it has entered."

One aim and one quality have stood out above all others as the University's guiding principle under Presidents Anderson, Rhees and Valentine: Quality before mere size. That means a highly integrated, institution with a sound curriculum, a distinguished faculty, and carefully selected students. These, in conjunction with buildings, teaching and research facilities not excelled anywhere, have made it possible to provide an individualized educational program in an environ-

ment which nourishes the students' intellectual growth, character development, and ability to meet the complex problems of modern society in their individual careers and as responsible citizens. We seek to develop a comparatively small group of future leaders, rather than mass education for large numbers of graduates who have been merely exposed to education.

All schools of the University have emphasized guidance and advisory services to help cultivate the qualities of leadership, mature judgment, citizenship, initiative and self-reliance among our students. Athletic programs and a broad range of other extra-curricular activities are integral parts of Rochester's educational progress. A moral and religious climate is created through the college chapel, the counseling of the College Chaplain, and the campus enterprises of many groups and representatives of several religious faiths.

It is not likely that these basic and well-rooted characteristics will be changed greatly. The University of Rochester must, however, continue to adapt its program wherever necessary to changing conditions and needs. It cannot rest on its attainments up to now; it is axiomatic that to stand still is to stagnate. There are many more goals to be met. What then, lies ahead?

There are needs in the immediate future, and urgent ones. A university's greatness is built upon the quality of its teaching staff. To retain and recruit teachers of the highest competence, the University must be in a position to compete with other educational institutions, with industry and



Out-patient Clinic at Medical Center serves Rochester patients of all ages

government through an adequate salary scale. This means large additions to endowment.

Other needs press: The further expansion of the Honors program for a larger group of our more capable undergraduates, the establishment on a sound financial basis of graduate study in the humanities and social sciences, the long-term continuance of the Management Clinic program in co-operation with Rochester industry, increased attention to the counseling of students and the placement of graduates, enlarged religious activities program.

There are pressing needs for expansion of physical plant in the College of Arts and Science. Additional modern fireproof dormitories to replace temporary housing and converted buildings are imperative. A large sum could wisely be spent for this purpose.

More adequate gymnasium, dormitory, and library facilities at the College for Women stand high on the priority list of desirable projects. Todd Union at the College for Men no longer is adequate for the needs of students and alumni.

No university has enjoyed wiser financial administration than Rochester. Expansion has been permitted only when financially justified. Schools and departments have been added only when it was clear that the new development was completely integrated in character and purpose with the University as a whole and when it was assured that the new operation was soundly financed. New buildings have been erected or accepted only when the operating overhead was foreseeable. The University's resources have been used with such skill and judgment that it has passed through a great depression and two world wars without impairment of financial strength.

We have accepted and used a substantial amount of financial assistance from public agencies in recent years. The 250,000,000-volt cyclotron, the program in clinical psychology, the atomic energy work with the new million-dollar building adjoining the Medical School, the new cancer research wing, investigations in organic chemistry, and the high altitude studies of the Physiology Department are some of the projects

supported by government agencies, without any attempt to assume control. These programs have attracted able graduate students and have inspired undergraduates.

The University is proud of its contribution to the community's adult educational needs through University School, and will seek other ways to serve metropolitan Rochester. More and more, members of the faculties and administrative officers are serving nationally in various ways in the formulation of public and private policies, in respect to education. In a number of cases, some are influencing international cultural developments through agencies such as UNESCO. While the roots of the University go deep in the local soil and its nourishment must always come in good measure from the interest and support of its local friends, its present-day maturity and responsibility lead it to an ever more active role on the larger stage of national affairs.

This University is almost unique in the nation in the degree of its development over the past quarter-century. The excellence and co-operation of its faculties and the leadership of its administrators have produced here an institution whose educational influence is felt throughout the nation. There can be no doubt of the soundness of our educational program, the quality of our teaching personnel and the productivity of our research scholars.

It is hoped that thousands of people in Rochester and the surrounding area will visit the four campuses of the University next November during Centennial Open House Week and see for themselves what the University is doing with its resources, and what it means to Rochester and the country as a whole. It is most important that the people of Rochester should take advantage of every opportunity to know our University here at home as it is known and so highly regarded in educational circles generally.

The University should in the next decade consolidate its gains, stabilize its growth, strengthen its financial structure, improve its educational processes and seek even higher levels in the quality of its services in every field.

UR Management Clinics is cooperative effort between University and Rochester industries





As Rochester marks its 100th Commencement in 1950, it dedicates itself to carrying forward its great gains in the century ahead

## *E N V O I*

**T**HE UNIVERSITY'S first century has been a notable one; yet it can be only a beginning. Given continued civilization in this world of fission, the second century of the University can dwarf the record of the first.

For it enters upon its manhood just as our nation acquires its maturity. The University catches the first glimpse of its full opportunity while the nation realizes its full world mission. Neither can meet its challenge unless the other meets its own.

The theme-song of the century just ended was one of growth from poverty to riches, from weakness to power, through initiative, bounty and hard work. In those terms and in those times Rochester's story is typical though more dramatic than most.

But the more socially dependent century we enter will write a new formula for success, which may stress more heavily the subtler virtues and the group achievements. The University must help

evolve that formula, and through it forge the structural steel of its own new elevations.

Rochester's first century was made great by men who saw what was needed and achieved the special kinds of greatness to supply those needs. Rochester's second century will rest on its ability to breed and find other men who can rise to whatever high qualities occasions yet unpredictable demand.

To recognize those occasions before they engulf us; to identify the special human talents they will call for; then to perceive in some rare human plants those talents while they are still potential; to feed and cultivate their roots and then, so that they may grow toward their own light and shape their own flowers, to step back and walk away; those must be the skilled service and the painful joy of the men and women who direct Rochester through its second century.

May, 1950.

ALAN VALENTINE

# NOTES ON CONTRIBUTORS

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JOHN R. SLATER, professor emeritus of English, exemplifies the tradition of liberal culture for which the University of Rochester has been distinguished since its beginning. An eminent scholar, teacher, and writer, his mastery of the written and spoken work has added luster to many a University event in the 45 years since he joined the faculty in 1905. His book on Dr. Rush Rhees, "Rhees of Rochester," published in 1946 by Harper and Brothers, is a notable contribution in the field of biography.

Fortunately for the University, Professor Slater has continued his active campus interest since his retirement in 1942. In addition to writing the history of the University's first 50 years for the *Centennial Review*, he wrote the script for the special musical interpretation of great events in Rochester's history, with an original score by Dr. Howard Hanson, for the Centennial Alumni-Alumnae Convocation.

Although he is best known as a humanistic scholar, Professor Slater is a man of wide interests which include philosophy, art, music, science, and history. He has written a number of musical compositions, among them the University's majestic and moving "Commencement Hymn." Professor Slater was graduated from Harvard University in 1894, and received his Ph.D. degree at the University of Chicago in 1905, when he came to Rochester as associate professor of English. He was named Joseph H. Gilmore Professor of English in 1934. The Rochester Museum of Arts and Sciences awarded him its Civic Medal in 1942 in recognition of his "notable achievements in the field of arts and letters."

DEXTER PERKINS, Watson Professor of History and chairman of the department since 1925, has won the highest esteem at home and abroad as a great teacher and scholar, and as an international authority on the Monroe Doctrine and American foreign policy. So many honors have come to him that only the briefest mention is possible here. A man of incredible vitality and endurance, he has become widely known through his many talks, his radio appearances, and his leadership of many organizations for human betterment.

Professor Perkins' stature as an historian was shown when he was chosen as the first to occupy the new chair of American history and institu-

tions at Cambridge University, England, in 1945-46. In the summer of 1948 he returned to the British Isles on the invitation of several universities and organizations to give a series of lectures in England, Wales, and Scotland. In March and April, 1949, he gave the Gottesman Foundation lectures at Uppsala University, Sweden, on American foreign policy, and that summer he lectured at the Salzburg Seminar in American Studies. He was named acting director of the Salzburg Seminar in 1950. He was historian for the overseas branch of the O.W.I. at the United Nations Conference in San Francisco in 1945.

Professor Perkins is the author of a series of definitive volumes on the Monroe Doctrine, of which four have been published so far, including the periods 1823-26, 1826-27, and 1867-1907, and "Hands Off, a History of the Monroe Doctrine, 1823-1940." He also has published numerous other books on American foreign policy.

Professor Perkins received his A.B. degree in 1909 and a Ph.D. degree in 1914 at Harvard University. After a year as instructor of history at the University of Cincinnati, he came to the University of Rochester in 1915, and has been chairman of the department since 1925.

JANET H. CLARK, Dean of the College for Women and professor of biophysics at Rochester since 1938, is a versatile combination of administrator, teacher and research scientist. To her work as Dean she brings a warm and lively understanding of the interests and problems of the students, and the ability to win their confidence and liking. She has been identified with education for most of her life, first as the daughter of a Johns Hopkins University professor, later as the wife of the late Dr. Admont H. Clark, professor of pathology, and as a teacher in her own right.

She was graduated from Bryn Mawr College in 1910 and received her doctorate in physics at Johns Hopkins in 1913. She held teaching positions at Bryn Mawr and Smith College, and after her husband's death in 1918 joined the faculty of Johns Hopkins. In 1935 she was appointed headmistress of the Bryn Mawr School in Baltimore. Since 1947 she has been studying the effect of radiation and other environmental conditions on spontaneous tumors in mice, under a grant from the Jane Coffin Childs Memorial Fund.

CHARLES RIKER, teacher of English at the Eastman School of Music since 1930, also is director of the Hochstein Memorial Music School, whose faculty is supplied by the Eastman School. A talented musician, he has given piano recitals in Rochester and elsewhere, and also has served as church organist and choirmaster. He was graduated from Kenyon College in 1927, and received a master's degree at Princeton in 1930. In 1945 he was awarded a Rockefeller Foundation fellowship under which he spent three months on assignment to the Kenyon Review as editorial assistant on its music work.

GEORGE H. WHIPPLE, Dean of the School of Medicine and Dentistry since it was founded in 1921, has been its guiding genius from the planning stage through to the most recent atomic energy wing. His brilliant career as a medical educator and as a researcher has brought him many honors, including the Nobel Prize for medicine in 1934. He has been called "not only a great scientist but a statesman in that ancient profession which is the only one that labors to destroy the reason for its own existence." Under his leadership, with the help of the outstanding faculty which he assembled, the Medical Center has become known as one of the leading medical training and research centers in the world.

He has been awarded honorary degrees by a dozen leading universities, including his Alma Mater, Yale, through its Sheffield Scientific School on the occasion of the school's 100th anniversary in 1949. He is one of the select group of honorary members of the Pathological Society of Great Britain and Ireland. In 1934 he won the William Wood Gerhard Medal, and in 1937 the Mickle Fellowship of the University of Toronto. In 1949, the Rochester Academy of Medicine gave him its highest award, the Albert David Kaiser medal, for his "distinguished services to medical science and the distinction he has brought to the city through the development of the University of Rochester School of Medicine and Dentistry."

Dr. Whipple was graduated from Yale College in 1900, and later from the Johns Hopkins Medical School. He came to Rochester from the University of California, where he was professor of research medicine and director of the Hooper Foundation for Medical Research.

BASIL C. MACLEAN, medical director of Strong Memorial Hospital, is nationally prominent as a consultant on hospital administration and construction. A native of Oshawa, Canada, he was graduated from McGill University, Montreal,

where he received his M.D. degree in 1927. After serving as assistant superintendent of the Montreal General Hospital and as superintendent of the famed Touro Infirmary in New Orleans, he came to Strong Memorial Hospital as director in 1935. During World War II he served in Washington as a lieutenant colonel in the Army Medical Corps where he was consultant in the Surgeon General's office from 1943-44. In 1945 he was appointed by Navy Secretary Forrestal as one of "two outstanding citizens" to make a survey of Naval hospital facilities in this country. The same year, he was called by President Truman to serve as adviser on co-ordinating medical services of the Veterans Administration. He has served as president of the American College of Hospital Administrators and of the American Hospital Association, and is an officer or member of numerous other professional organizations. In 1948 he was appointed consultant for the Commission on Organization of the Executive Branch of Government, Committee on Medical Service, and in 1949 he was named consultant to the Secretary of Defense, Medical Service Division.

WALLACE O. FENN, professor of physiology since 1924 and assistant dean of the School of Medicine and Dentistry since 1949, is one of the original faculty of the School assembled by Dr. Whipple. He has gained wide recognition for his work in his field, particularly for his vital war research on the physiology of respiration which was of great value to the armed forces and is considered of lasting scientific interest. This won him a citation from the Office of Scientific Research and Development. In 1947 he was appointed by the Atomic Energy Commission on a special board to advise the commission on atomic research in the medical and biological fields. He was president of the American Physiology Society in 1946-47, and also is chairman of the Physiology Study Section, National Institute of Health, and a member of the Committee on Aviation Medicine, National Research Council, the Committee on Medical Sciences of the Research and Development Board, and of the National Academy of Science. In 1948 he was elected a fellow of the American Academy of Arts and Science.

The American Physiological Society awarded him the first Sharp & Dohme prize in 1949 as the member who "represents best accomplishments and promise in American physiology today." A graduate of Harvard in 1914, he received his master's degree there in 1916, and Ph.D. degree in 1919. From 1919-22 he was an instructor at Harvard Medical School and came to Rochester in 1924.

DONALD W. GILBERT, a UR alumnus in the class of 1921, joined the faculty in 1925, and received his Ph.D. in 1932 at Harvard University. He rose through the ranks from instructor to assistant professor (1928), junior professor (1932) and professor and chairman of the Department of Economics and Business Administration (1939). He was appointed Dean of Graduate Studies in 1940, and when the Division of Graduate Studies was reorganized in 1942 as the Graduate School, he became its first Dean. Under his direction, the School won strong recognition, as evidenced in 1941 when the University was elected a member of the Association of American Universities, a group of the nation's leading graduate schools. Professor Gilbert is well known in national higher education circles as a member of the National Commission on Accreditation.

In 1948, he was appointed Provost of the University when the Board of Trustees created the position as a major new administrative one. As Provost, he has greatly strengthened the University's ties with its alumni and alumnae, its relations with students and faculty, and with the community. He is prominent in civic activities as a trustee of the Chamber of Commerce and a director of the Rochester Council of Social Agencies, the Rochester Museum and the Rochester Bureau of Municipal Research, and the Rochester Association of United Nations. For a number of years he served as economic consultant to the New York State Joint Legislative Committee on Interstate Co-operation and chairman of its Economic Advisory Committee. Provost Gilbert also is a trustee of Brookhaven National Laboratory.

FRANK P. SMITH, professor of business administration, succeeded Dr. Gilbert as Dean of the Graduate School. Dean Smith has been a member of the Rochester faculty since 1935, when he came as economics instructor. A graduate of the University of Washington in 1930, he received his doctorate in 1935 from Yale University. He was promoted to assistant professor in 1937, associate professor in 1945, and professor of business administration in 1947. In 1939-40 he was on leave to serve with the Securities Exchange Commission, and again from 1942-46 he was on leave, first as chief accountant for the O.P.A. in Washington, then with the Army Air Force in the contract audit division. He began with the rank of captain and rose to lieutenant colonel, and was executive officer and later deputy chief of the Sixth A.A.F. Base Unit. Dean Smith is national editor of the American Accounting Review.

HENRY C. MILLS, as Dean of the University School, heads the University's newest and largest division, numerically speaking. He also holds the new Earl B. Taylor Professorship of Education. A native of Nova Scotia and a graduate of Mt. Allison University and Harvard, where he received his Ed. D. degree in 1931, Dean Mills came to Rochester in 1935 as assistant professor. He became associate professor in 1939, and director of the summer session in 1941, rising to professor and dean in 1947. Under his guidance, University School has maintained and strengthened its service in filling the educational needs of thousands of Rochester men and women.

M. HERBERT EISENHART has been chairman of the University of Rochester's Board of Trustees since 1945, when he succeeded Edward G. Miner, and a member since 1936. He has devoted much of his time, energy and abilities to the University's welfare. As president of the Bausch & Lomb Optical Company, he played a large part in setting up the now nationally-known program of Bausch & Lomb Science Scholarships at the University, and his firm has made notable contributions to the University's research and other programs. The Bausch & Lomb Building on the River Campus is another evidence of his company's deep interest in the UR.

Born in York, Pa., Mr. Eisenhart received his B.S. degree in 1905 at Princeton University, and a B.S. in chemical engineering at Massachusetts Institute of Technology in 1907. After serving as chemical engineer at the Eastman Kodak Company for 10 years, he went to Bausch & Lomb in 1917 as general superintendent, advancing to vice-president and general manager in 1929. He became president and general manager in 1935, and chairman of the board in 1949. In 1939 he received the Civic Achievement Award of the Rotary Club, given annually to Rochester's first citizen, and in 1944 he was chosen Civic Medalist of the Rochester Museum Association. He has served as alumni trustee of Massachusetts Institute of Technology, the Chamber of Commerce, Eastman Dental Dispensary, a director of Rochester Institute of Technology, and has long been actively associated with such groups as the Boy Scouts of America, Community Chest, the American Red Cross, and the Rochester Museum Association.

HENRY C. MEADOW joined the University staff as co-ordinator of industrial research in 1945, and remained until the early part of 1950. He is now executive secretary of the Committee on Research and Development at Harvard University.



